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REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

PROVINCE OF OUDH,

For the Year 1866-67.

By W. HANDFORD, Esq.,
Director of Public Instruction, Oudh.

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BY W. HANDFORD, ESQ.,

Director of Public Instruction, Oudh.

No. 275 OF 1867-68.

FROM

W. HANDFORD, ESQUIRE,

Director of Public Instruction, Oudh,

TO

MAJOR J. F. MACANDREW,

Offg. Secretary to Chief Commissioner, Oudh.

DATED LUCKNOW, THE 22ND MAY, 1867.

SIR,

I HAVE the honor to report on the progress of education in Oudh during the Official year 1866-67—*i. e.*, the eleven months intervening from 1st May, 1866, to 31st March, 1867. My remarks are arranged under the following headings :—

(1). Controlling Agencies.

(2). Financial and General Statistics.

(3). University Entrance Examination.

(4). Government Schools.

(5). Private Schools.

(6). Scholarships.

(7). Employment of Students in the Public Service.

(8). The English Language in Indian Education.

(9). The Book Department.

2. The educational scheme sanctioned in July, 1864, provided for a Director and two Inspectors of Schools. When the School Cess began to yield funds, the sanction of Government was obtained for employing, as required, one Deputy Inspector per district,* to organize and superintend Village Schools. The supervising staff will therefore, when complete, consist of one Director, two Inspectors, and twelve Deputy Inspectors.

* 3 @ Rs. 80 per mensem.
3 @ „ 100 „
3 @ „ 125 „
3 @ „ 150 „

Up to the close of 1865-66 only one Inspector and one Deputy had been appointed; during 1866-67, the Senior Inspector and six Deputies have been added, so that at the close of 1866-67 the supervising staff stood thus :—

1	Director, on Rs. 900 per mensem.		
1	Senior Inspector, on Rs. 600 per mensem.		
1	Junior Inspector,	„ 300	„
3	Deputy Inspectors,	„ 80	„
3	Ditto,	„ 100	„
1	Ditto,	„ 125	„

3. The appointment of a Senior Inspector in August last made a re-arrangement of the work of supervision necessary. The Province is now divided for educational purposes into an Eastern and a Western Circle—the former comprizing the Fyzabad and Baiswarrah Divisions, the latter the Lucknow and Khyrabad Divisions. The Senior Inspector has immediate charge of Schools in the Eastern Circle, and the Junior Inspector of Vernacular Schools in the Western. I retain charge of English Schools in the Western Circle, with the control and direction of the whole Department. To keep me informed of the progress made, and of any important incident which may occur, each Inspector sends me a weekly abstract of correspondence, and a Quarterly Statistical Statement showing the rise and fall of attendance, &c., the classification of pupils, and other important details regarding each institution.

4. Every effort has been made to exercise a careful supervision over each class of Schools. Monthly returns are regularly received from all Government and most Aided Institutions: these are examined by myself or the Inspectors, and necessary orders promptly given. A general written examination of the four senior classes in the Higher Schools, to test the progress made in their studies, was held in September. And lastly, with the exception of four Schools which remained to be visited by the Inspector after he had despatched his Report, every Government or Aided School has during the year been at least once, and with few exceptions twice or oftener, visited and examined by myself, the Inspectors, or their Deputies. The following statement shows the number of schools examined in the year by each member of the supervising staff. It will be observed that the Senior Inspector and six Deputies have only been at work a portion of the year.

Name.	Designation.	Number of Schools visited.	Remarks.
W. Handford, Esq., ...	Director, Public Instruction, Oudh, ...	65	
A. Thomson, Esq., ...	Senior Inspector, ...	74	Took charge of Schools in November, 1866.
Moonshi Doorga Prashad, ...	Junior Inspector, ...	111	
Moonshi Amin-ud-din, ...	Deputy Inspector, Oonao, ...	257	
Pandit Jowala Prashad, ...	Ditto, Pertabgurh, ...	76	Schools established in September, 1866, and January, 1867.
Lala Mool Chund, ...	Ditto, Sultanpore, ...	32	Ditto ditto in January and February, 1867.
Moonshi Hanoman Prashad,	Ditto, Fyzabad, ...	40	Ditto ditto in January, 1867
Pandit Vijoy Shunker, ...	Ditto, Roy Bareilly, ...	129	Ditto ditto in September and December, 1866, and in January and February, 1867
Moonshi Luckput Roy, ...	Ditto, Durriabad, ...	39	Ditto ditto in January, 1867.
Pandit Sheo Narayan, ...	Ditto, Lucknow, ...	47	Ditto ditto in December, 1866, and in January and February, 1867.
	Total, ...	870	

5. Between November and February I marched through the six districts in the Western Circle, visiting all the larger Schools, and as many of the Village Schools as lay in my way. In March I passed over to the Senior Inspector's Circle, and visited by dâk each district in turn, examining Sudder Schools, and making myself

acquainted with the work that had been done. Since my return I have been engaged in visiting Government and Aided Institutions in the City of Lucknow.

6. On the 1st August last Mr. A. Thomson, late Head Master of Canning College, joined his appointment as Senior Inspector of Schools. Mr. Thomson, besides the general qualifications of a sound education, has a good knowledge of the vernacular, and, what is of great importance, is a thorough practical teacher and schoolmaster. He has taken kindly to travelling, and shown much interest and zeal in his work. He reports on his movements as follows:—"I commenced my tour in "November, and during that month visited all the Zillah and Tahsili Schools in the "Baiswarrah Division, except the School at Behar, in Pertabgurh. In December I "inspected the Schools in Fyzabad District, together with the Zillah School, Gondah, "and the Tahsili School at Nawabgunj, in the same zillah. In January I again "proceeded to Roy Bareilly, examining the Village, as well as the Higher, Schools. "In February the same was done in Pertabgurh, and in March I proceeded to the "Gondah and Baraitch Districts. Thus every Zillah School has been inspected "twice at least, every Tahsili School (except Nanparah) once, and many of them "twice, and about three-fourths of the Village Schools once."

7. Munshi Doorga Prashad, the Junior Inspector, has also shown praiseworthy activity. He has during the cold season inspected all the Tahsili and Aided Schools in the Western Circle, and the Village Schools in Zillah Oonao. This brought him to the middle of March, when he was required to write his Report.

8. The Deputy Inspectors have an important duty to perform, requiring qualifications which it is difficult to find combined in the same person. They are the immediate agents under Government for extending education to the masses of their countrymen. They are expected to interest the villagers in education, to organize and superintend Schools, to encourage all signs of improvement in indigenous institutions, to advise and direct village teachers, and to keep up a vigilant supervision over them. Each Village School must be visited at least once a quarter. If anything goes wrong, the Deputy Inspector must correct it. If a school fails, he is held responsible till the cause is shown to be beyond his control. Incessant activity, perseverance, conciliating manners, tact, and judgment, a thorough knowledge of the vernacular, some acquaintance with Persian or Sanskrit, to secure respect from native scholars, English sufficient to permit of self-improvement, and business-like habits, are the qualifications we seek. During the past year I drew up a body of instructions for Deputy Inspectors, a copy of which is appended to this Report. A glance at this will show how numerous and important are the duties expected. I will only add here that in Oonao and Roy Bareilly there are already upwards of 60 schools each, and in due time each Deputy Inspector will have from 80 to 100 institutions under his charge.

9. The table in the margin gives the names, grade, salary, district, and date of appointment of the seven Deputy Inspectors yet appointed, and the number of schools under their charge at the close of the year.

Name.	Grade.	Salary.	District.	Date of Appointment.	No. of Schools at close of 1866-67.
		Rs.			
Munshi Amin-ud-din,	3rd,	100	Oonao, ...	June, 1865,...	61
Pandit Sheo Narayan,	2nd,	125	Lucknow, ...	Jany., 1867,...	23
Lala Luckput Roy,...	4th,	80	Durriabad, ...	Novr., 866,...	29
Pandit Vijoy Shunker, ...	4th,	80	Roy Bareilly,	Augt., 1866,	60
Pandit Jowala Prashad,	4th,	80	Pertabgurh,	June, 1866,...	40
Lala Mool Chund, ...	4th,	80	Sultanpore,	Novr., 1866,...	20
Munshi Hanooman Prashad, ...	4th,	80	Fyzabad, ...	Oct., 1866,...	30

10. (1).—Munshi Amin-ud-din (Oonao) has had nearly two years' experience. He is active in moving about his district, and zealous in his endeavors to improve his Schools. He has a good knowledge of English, but is somewhat too much given to rest content with merely reporting defects, instead of trying to correct them.

(2).—Pandit Sheo Narayan, formerly Serishtahdar of my Office, afterwards Head Master of Fyzabad Normal School, has only been three months at work. He was a successful teacher, and has much natural ability. I have great hopes of his proving a very useful officer.

(3).—Lala Luckpnt Roy was for two years Head Master of Biswah School, and distinguished himself for the thoroughness with which he converted a noisy, chaotic school into a very orderly one. He displays much fertility of resource, makes light of difficulties, and is getting his schools rapidly into order.

11. Of the four Deputy Inspectors in the Eastern Circle Mr. Thomson writes as follows :—

" Pandit Vijoy Shunker, Deputy Inspector of Roy Bareilly, has been active, " careful, and successful. Pandit Jowala Prashad, of Pertabgurh, has proved a " failure; but, as he is to be superseded at once, I need not enter into particulars. " Munshi Mool Chund, of Sultanpore, has been diligent in visiting his Schools, and is " likely, with a little more experience, to become a good Inspector. Munshi Hanoo- " man Prashad, of Fyzabad, has shown much energy, and a fair amount of tact and " judgment. He is a promising Inspector."

It is only fair to add that Pandit Jowala Prashad, who failed as a Deputy Inspector, is a very good schoolmaster, and gave great satisfaction in that capacity. He has now returned to the quieter duties of a teacher, an exchange having been effected.

12. I have, as in my last Report, to record the fact that many schools have been visited during the year by Government officers of high position, as well as by the various local officers. The Sudder and some of the Tahsil Schools were honored by a visit from the Chief Commissioner and suite when on tour. The four Commissioners have also shown an interest in education in their respective Divisions by visiting and examining many of the schools. Major Reid, Officiating Commissioner of Khyrabad, has been particularly kind in this respect, having visited and examined nearly every school in his division.

II.—FINANCIAL AND GENERAL STATISTICS.

13. The following statement shows the actual expenditure during the year. Of the total outlay, 7 per cent. was for Direction, 8 for Inspection, and 85 for Instruction.

Charges.	Expenditure during 1866-67.	
	From Imperial Funds.	From Local Funds.
	Rs. As. P.	Rs. As. P.
Direction and its subsidiary charges, ...	16,874 15 11	
Inspection and its subsidiary charges, ...	17,840 12 6	693 0 0
Instruction (including all educational expenditure not coming under the above heads), ...	1,19,962 10 6	86,930 3 4
Total, ...	1,54,678 6 11	87,623 3 4

14. The Imperial Grant for the year (11 months) was Rs. 1,69,286, of which Rs. 1,54,678 was expended. Of the savings (Rs. 14,608), nearly all (Rs. 13,000) occurred under the head " Grants-in-Aid." The term " Local Funds " includes all money expended on education in connection with this department, except the grant from Imperial Revenue. It thus comprises—(1) the Educational Cess; (2) Subscriptions by the Native Gentry; (3) School Fees; and (4) the Private Resources of Missionary

and other Private Schools under inspection. Of these funds, those in the first two classes only pass through Government Treasuries, and are Local Funds in the technical acceptation of the term.

15. The following statement shows receipts and expenditure on account of the Educational Cess during the year. The total collections were Rs. 45,077, against Rs. 23,926 in the preceding year. I explained fully in my last Report the principle on which this fund is expended, showing that a large outlay in training teachers is necessary before schools can be opened with any chance of success. I need add nothing now, but call attention to the fact that the expenditure on schools has largely increased, being Rs. 13,083, against Rs. 5,803 in 1865-66.

Names of Districts.	Receipts.			Expenditure.				Balance on 31st March, 1867.
	Balance on 1st May, 1866.	Cess collected during 1866-67.	Total.	On account of Normal Schools.	On account of Village Schools.	Miscellaneous.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Lucknow, ...	...	2,668	2,668	...	642	...	642	2,026
Durriabad, ...	277	5,284	5,561	2,000	494	...	2,494	3,067
Oonao, ...	5,035	9,271	14,306	2,000	5,905	1,800	9,705	4,601
Fyzabad, ...	456	3,578	4,034	1,400	852	...	2,252	1,782
Gondah, ...	..	266	266	...	...	...	...	266
Baraitch								
Roy Bareilly, ...	1,640	5,510	7,150	2,100	2,529	...	4,629	2,521
Sultanpore, ...	784	4,226	5,010	2,284	555	...	2,839	2,171
Pertabgurh, ...	3,305	9,561	12,866	7,000	2,098	...	9,098	3,768
Seetapore, ...	.	966	966	...	...	...	...	966
Hurdui, ...	..	3,641	3,641	...	8	...	8	3,633
Lukhimpore, ...	145	106	251	...	...	...	...	251
Total, ...	11,642	45,077	56,719	16,784	13,083	1,800	31,667	25,052

16. Subscriptions by the native gentry of the Province amount to Rs. 59,426 this year, against Rs. 65,760 in 1865-66. Of this sum Rs. 25,622 was for Canning College, and the remainder (Rs. 33,804) for general expenditure in the districts which provide it. The latter is in the hands of local officers and subscribers. The following statement, compiled from returns furnished by Deputy Commissioners, shows the income and expenditure in each district during the year:—

Names of Districts.	Receipts			Expenditure.				Balance on 31st March, 1867.
	Balance on 1st May, 1866.	Subscriptions collected during 1866-67.	Total.	On account of Government Schools.	On account of Aided and Private Schools.	Miscellaneous	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Lucknow, ...	199	126	325	141	...	...	141	184
Durriabad, ...	2,689	1,947	4,636	640	817	2,959	4,416	220
Oonao, ...	596	604	1,200	299	...	...	299	901
Fyzabad, ...	1,757	9,012	10,769	1,396	735	5,547	7,678	3,091
Gondah, ...	3,553	2,560	6,113	2,177	470	189	2,836	3,277
Baraitch, ...	1,966	3,901	5,867	1,322	4,521	...	5,843	24
Roy Bareilly, ...	3,176	720	3,896	269	...	...	269	3,627
Sultanpore, ...	894	852	1,746	937	..	...	937	809
Pertabgurh, ...	3,423	923	4,346	282	...	..	282	4,064
Seetapore, ...	8,908	3,610	12,518	884	1,923	84	2,891	9,627
Hurdui, ...	3,100	7,619	10,719	4,953	1,934	1,323	8,210	2,509
Lukhimpore, ...	486	1,930	2,416	463	1,067	10	1,540	876
Total, ...	30,747	*33,804	64,551	13,763	11,467	†10,112	35,342	29,209

* Exclusive of subscriptions to Canning College.
† Principally for buildings

17. The total amount of fees paid by pupils in all classes of schools during the year was Rs. 11,410, against Rs. 10,201 in 1865-66.

18. The following comparative statement, which is similar to that given at para. 13 of my last Report, shows details of schools, attendance, and expenditure for the year compared with 1865-66. Whilst the total expenditure has increased 13 per cent., the number of pupils has increased from 10,467 to 16,265, or 55 per cent., and the number of schools from 170 to 386. It will be seen that the increase is principally in Village Schools.

Heads of Expenditure.		Number of Institutions.	Number of Pupils on Rolls on 31st March, 1867.	Average number of Pupils on the Rolls in the year.	Average Attendance during the year.	Total Expenditure.	Charged to Imperial Revenue.	Charged to Educational Cess.	Charged to other sources.	Annual cost of educating each pupil. Total Cost. Rs. As. P.	Annual cost of educating each pupil. Cost to Government. Rs. As. P.
Direction, ...	1865-66,	...	...	...	...	17,125	17,125				
	1866-67,	...	...	...	...	16,875	16,875				
Inspection, ...	1865-66,	...	...	...	...	5,856	5,856				
	1866-67,	...	...	...	...	18,534	17,841	693			
Zillah Schools, ...	1865-66,	10	1,395	1,339	1,089	38,301	32,876	...	5,425	35 2 8	30 3 0
	1866-67,	10	1,427	1,364	1,128	36,935	31,913	...	5,022	32 11 11	28 4 8
Anglo-Vernacular Tahsili Schools, ...	1865-66,	19	1,907	1,711	1,424	28,590	19,455	...	9,135	20 1 3	13 10 7
	1866-67,	19	2,072	1,899	1,593	25,938	17,168	...	8,770	16 4 6	10 12 5
Vernacular Tahsili Schools, ...	1865-66,	15	1,082	839	665	8,315	7,298	175	842	12 8 0	10 15 7
	1866-67,	15	1,089	1,012	812	7,957	6,919	262	776	9 12 9	8 8 4
Village Schools, ...	1865-66,	61	2,004	1,236	1,094	5,082	...	4,731	351	4 10 4	
	1866-67,	264	7,462	6,758	5,294	10,570	...	9,880	690	1 15 11	
Government Female Schools,... ...	1865-66.										
	1866-67,	6	83	81	64	187	...	8	179	2 14 9	
Normal Schools, ...	1865-66,	2	392	320	280	18,220	4,460	13,244	516	65 1 2	15 14 10
	1866-67,	2	206	293	266	24,359	3,911	20,241	207	91 9 2	14 11 3
Higher Private Schools, ...	1865-66,	4	1,135	959	720	44,6[illegible]7	28,777	...	15,910	62 1 0	39 13 11
	1866-67,	4	1,089	1,107	845	46,419	30,313	...	16,106	54 14 11	35 14 0
Middle Do. Do., ...	1865-66,	12	987	840	677	10,395	3,829	...	6,566	15 5 8	5 10 6
	1866-67,	16	1,189	1,114	889	* 15,483	† 6,555	...	‡ 8,928	14 2 10	6 1 2
Lower Do. Do., ...	1865-66,	36	1,240	1,053	878	7,372	2,409	...	4,963	8 6 4	2 11 10
	1866-67,	38	1,325	1,195	826	6,974	2,952	...	4,022	8 5 7	3 9 2
Private Female Schools, ...	1865-66,	11	325	303	249	11,417	2,726	...	8,691	45 13 7	10 15 2
	1866-67,	12	323	327	243	10,602	3,117	...	7,485	43 10 1	12 13 3
Prizes, ...	1865-66.										
	1866-67,	...	...	...	..	454	454	...			
Miscellaneous (Buildings, Repairs, &c.), ...	1865-66,	...	...	...	...	850	850	...			
	1866-67,	...	...	...	...	9,181	7,381	1,800			
Institutions of Science and Art (Book Dept.),	1865-66,	...	...	...	...	15,099	13,944	1,155			
	1866-67,	...	...	...	...	11,834	9,279	2,555			
TOTAL, ...	1865-66,	170	10,467	8,600	7,076	2,11,309	1,39,605	19,305	52,399		
	1866-67,	386	16,265	15,150	11,960	2,42,302	1,54,678	35,439	52,185		

* This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School, and Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

† This item includes Rs. 1,158 on account of Government building grant to Futtehpore Aided School.

‡ This item includes Rs. 1,720 on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

19. In the two following statements the whole number of pupils are classified (I.) with reference to social *status*, and (II.) with reference to creed. With reference to Statement I., it should be remarked that the returns from Village Schools show only a distinction between agriculturists and non-agriculturists, and the latter are all included in column 9. Statement II. shows that 3,838, or nearly one-third of our pupils, are Mahomedans. Complaints are often made that Mahomedans do not, as a rule, attend Government Schools. This is not true of Mahomedans in Oudh. The proportion is probably larger than that of Mahomedans to Hindoos in the whole population of the Province :—

Statement I.

Description of Schools.	Talookdars.	Zemindars.	Cultivators.	Merchants, Bankers, or Shopkeepers.	Government Servants.	Professional Men, including Writers, Doctors, Kaisths, Teachers.	Artisans, as Smiths, Carpenters, &c.	Others.	Total.
1	2	3	4	5	6	7	8	9	10
Village Schools, ...	...	...	3,079	...	...	...	...	4,383	7,462
Other Schools, ...	87	596	993	1,865	1,122	2,169	432	1,539	8,803
Total, ...	87	596	4,072	1,865	1,122	2,169	432	5,922	16,265

Statement II.

	Hindoos.	Mahomedans.	Others.	Total.
Pupils, ...	12,313	3,838	114	16,265

III.—UNIVERSITY EXAMINATION.

20. In December, 1865, Oudh sent its first students to compete for the University Entrance Examination. This event, as an indication of educational progress, and a sign that the Province is making up for past disadvantages, and step by step advancing to an equality with the older Provinces, is interesting. The following statements show the results of the Examinations in 1865 and 1866 :—

Statement I.

Years.	Number of Candidates.	Passed.	
		From Government Schools.	From Private Schools.
1865, ...	11	...	6
1866, ...	23	...	6

Statement II.

Names of Institutions.	Number of Candidates.	Passed in			Failed in			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Canning College, ...	17	...	4	2	10	...	2	6
Fyzabad Zillah School, ...	4	...	...	...	3	...	2	3
Gonao Do. Do., ...	2	...	...	...	2	...	1	1
Total, ...	23	...	4	2	15	...	5	10

21. The failure of the candidates from Fyzabad and Oonao Zillah Schools last December was a disappointment to the pupils and their teachers, but is really not surprising. Boys usually take seven or eight years to reach the Entrance Examination standard, whilst those who failed had not been reading five years, and, from a deficiency in the number of teachers in the two schools, had for the year preceding the Examination been left pretty much to themselves. The circumstances of the two schools will be described further on: I need only say here that the unsuccessful candidates have resumed their studies with much spirit, and under more favorable circumstances, and will present themselves for examination again in December next. Of the twelve Canning College students who passed the Entrance Examination in 1865 and 1866, eight are reading for the first Examination in Arts.

IV.—GOVERNMENT SCHOOLS.

22. The following statement is prescribed by Government:—

Description of Institutions.		Number of Institutions.	Number on the Rolls during 1866-67 (monthly average).	Average Daily Attendance	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Remarks.
					Rs.	Rs.	
Number of Institutions. Schools of the Higher Class, ...		10	1,364	1,128	31,913	5,022	
Do do. Middle Do., ...		19	1,899	1,593	17,168	8,770	
Do do. Lower Do,	Tahsili,...	15	1,012	812	6,919	1,038	
	Village,...	264	6,758	5,294	...	10,570	
Female Schools, ...		6	81	64	...	187	
Normal Schools, ...		2	293	266	3,911	20,448	
	Total, ...	316	11,407	9,157	59,911	46,035	

23. The increase, as compared with the preceding year, is shown below:—

Description of Institutions.		Number of Institutions.	Number on the Rolls during 1866-67 (monthly average).	Average Daily Attendance.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.	Remarks
					Rs.	Rs.	
Government Schools,	1865-66, ...	107	5,440	4,552	64,089	34,418	
	1866-67, ...	316	11,407	9,157	59,911	46,035	
	Increase, ...	209	5,967	4,605	Decrease, 4,178	11,617	

The increase is principally due to Village Schools opened during the year. It will be observed that the average attendance of pupils is 80 per cent. of the number on the rolls: this is somewhat less than in the preceding year; but the falling-off is explained by the fact that the pupils of Village Schools, which now form so large a pro-

portion of the whole, are frequently required to assist in agricultural operations. Omitting village schools, the average attendance is nearly 84 per cent., which for India is a high proportion. The attendance at Village Schools was 78 per cent.

24. To save repetition, I insert here a general statement of fees collected at Government Schools, instead of giving a separate table under each class of schools :—

Description of Institutions.			Rates charged.	Amount of Fees collected during 1866-57.	Remarks.
				Rs. As. P.	
Government	Schools of the Higher Class,...		1 anna to 2 Rs., ...	1,731 12 9	
	Do. Middle Do., ...		3 pie to 1 Rs., ...	1,185 11 5	
	Do. Lower Do.,	Tahsili,	6 pie to 8 annas, ...	450 13 5	
		Village,	3 pie to 4 annas, ...	680 6 7	
	Total, ...		3 pie to 2 Rs., ...	4,048 12 2	

A.—Zillah Schools.—(Schools of the Higher Class).

25. The following comparative statement shews statistics of attendance and expenditure for each school in 1865-66 and 1866-67 :—

Names of Institutions.		Number of Pupils on Rolls at close of year.	Average number of Pupils on Rolls during the year.	Average Attendance during the year.	Amount of Fees collected during the year.	Total Expenditure.	Expenditure from Imperial Funds.	Cost per Pupil. Total Cost.	Cost per Pupil. Cost to Government.
						Rs.	Rs.	Rs. As. P.	Rs. As. P.
Fyzabad, ...	1865-66, ...	290	247	220	389	6,615	5,031	30 1 0	22 13 11
	1866-67, ...	300	299	260	491	6,397	5,068	24 9 8	17 7 10
Nawabgunj, B. B.,	1865-66, ...	132	161	133	93	3,551	3,204	26 11 3	24 1 6
	1866-67, ...	117	118	109	138	3,273	2,984	30 0 4	27 6 1
Sultanpore, ...	1865-66, ...	190	165	122	171	3,653	3,290	29 15 1	26 15 5
	1866-67, ...	200	170	122	141	3,168	2,849	25 15 5	23 5 8
Oonao, ...	1865-66, ...	132	140	106	97	3,337	3,107	31 6 1	29 4 2
	1866-67, ...	124	118	90	158	3,532	3,275	39 3 11	36 6 3
Seetapore, ...	1865-66, ...	146	143	102	168	3,996	3,098	39 2 9	30 6 0
	1866-67, ...	150	140	115	179	4,193	3,278	36 7 4	28 8 0
Pertabgurh, ...	1865-66, ...	107	117	89	67	3,656	3,015	41 1 2	33 14 0
	1866-67, ...	90	100	79	95	3,183	2,806	40 4 9	35 8 4
Gondah, ...	1865-66, ...	128	102	86	91	3,904	3,150	45 4 10	36 9 11
	1866-67, ...	132	95	108	104	3,765	3,088	34 13 8	28 9 6
Lukhimpore, ...	1865-66, ...	90	94	79	199	3,232	3,055	40 14 6	38 10 9
	1866-67, ...	98	95	80	107	3,017	2,833	37 11 4	35 6 6
Hurdui, ...	1865-66, ...	92	88	78	180	2,898	2,703	37 2 7	34 10 5
	1866-67, ...	108	88	80	94	3,135	2,857	39 3 0	35 11 5
Roy Bareilly, ...	1865-66, ...	88	82	74	150	3,469	3,229	46 14 0	43 10 2
	1866-67, ...	108	100	85	225	3,273	2,874	38 8 2	33 13 1
Total, ...	1865-66, ...	1,395	1,339	1,089	1,605	38,301	32,876	35 2 6	30 3 0
	1866-67, ...	1,427	1,364	1,128	1,732	36,935	31,913	32 11 11	28 4 8

26. The statement given above shows that Zillah Schools are on the whole well maintaining their position—the total number of pupils, the average attendance, and the income from fees, although the latter is for eleven months only, being each in advance of last year. The average attendance—which, if all classes are well instructed, is a most important test of usefulness—has increased at six schools, remained stationary at one, and decreased at three. The falling off at Nawabgunj, Oonao, and Pertabgurh must not be taken as an indication of inefficiency; each of these ten institutions is undoubtedly in a more efficient state than it was a year ago: the classification is more systematic, the instruction more thorough, the pupils more interested in their studies. Where the attendance has decreased, it is owing either to the migration of young pupils to adjacent village schools opened during the year, to some necessary rule being more strictly enforced, or to accidental circumstances, such as the transfer of Office Establishments from one district to another—occurrences in no way connected with the management of the school.

27. It is unfortunate that, with one or two exceptions, the sudder stations of Oudh are in themselves very insignificant places. Omitting Lucknow, where there is no Zillah School, Fyzabad is the only considerable town in the Province, and the school there has now 300 pupils. Roy Bareilly is a tolerably populous place, and the Government and Mission Schools together have 211 pupils, although both institutions are comparatively new, neither having existed three years. The attendance at both Fyzabad and Roy Bareilly will most probably still further increase. The remaining eight stations are scarcely better than villages. The number of pupils in these schools will, I hope, increase as the stations improve and education permeates strata of society not yet touched; but we cannot fairly expect any immediate or rapid increase. In the Punjab the average attendance at the twenty-four Zillah Schools in 1865-66 was set down at 6,610, which gives an average of 275 per school. This large attendance has been attained within the last two or three years by a system of Branch Schools located in populous mohullahs of towns in which Zillah Schools are situated: the branches are connected to some extent with the central institution, and their pupils are therefore all counted in the Zillah School Return. Sudder stations in Oudh afford little scope for this system. The attendance at Zillah Schools in Bengal is shewn below, compared with similar information for Zillah Schools in Oudh;—considering what a long start Bengal had over Oudh, the comparison is not discouraging.

Province.	Number of Zillah Schools.	Average number of Pupils on Rolls.	Average Daily Attendance.	Average number of Pupils on Rolls per School.	Average Daily Attendance per School.	Remarks.
Bengal, ...	35	5,419	4,426	155	126	
Oudh, ...	10	1,364	1,128	136	113	

28. As might be expected, a large proportion of the pupils admitted into superior schools leave without ever reaching the higher classes, and therefore carry away with them only a comparatively small portion of the instruction we are prepared to impart. At the beginning of the past year the number of pupils on the registers of Zillah Schools was 1,395; during the year 910 left, and 948 were admitted—that is to say, 65 per cent. of the material on which our teachers' work has been changed during the year. It should, however, be remarked that a considerable number of the changes arise from a mere transfer of pupils from one school to another, owing to their guardians changing residence, or from the system adopted regarding scholarships, which will be described further on. In such cases nothing is lost, for the boys resume their studies in one school just where they left off at the other. Again, it should be observed that there is a certain proportion of our students (which may be taken at from one-third to half of the whole), who come to school well knowing

that education is a work of time, and fully prepared to remain. Changes among this class of pupils are not frequent. I have watched the fluctuations in attendance during the year with much interest, and have taken pains to discover the cause and adopt any check which appeared practicable. Head Masters send every month a detailed statement, showing the age and social position of each pupil who leaves school, with the time he remained, and the cause of his removal. A large proportion are struck off the rolls for inveterate irregularity, resulting most frequently from poverty; then comes change of residence, "obtained employment," "gone in search of employment," "father required him to work," "too poor to remain," and occasionally "gone to a Maktab" (Indigenous School). These are the proximate causes; but the real difficulty is the absence of a large middle class, intelligent enough to appreciate a superior education, and rich enough to keep their children at school. Government *employés*, especially those whose duties require a knowledge of English, form a nucleus of such a class, which is gradually being strengthened by the more advanced zemindars, bankers, and shopkeepers; but as a rule these persons find it hard to give up the idea that the education they and their forefathers have received is sufficient for their children; they are beginning to send their boys to our schools, but think it unreasonable that we should want to keep them six or seven years. In some schools teachers have been told to levy a small entrance fine, and to raise the minimum monthly fee from one to two annas,—the object being to check levity and keep boys out who do not intend to make some effort to stay. I am, however, averse to going too far in this direction at present, lest we should debar really poor boys from obtaining the small amount of instruction which they can afford. I am convinced that even one or two years' attendance at a school is very beneficial: a pupil learns to read easy vernacular books, to write an ordinary letter, and work sums in "the four rules." This is not to be despised; but it is not all the benefit he derives from his short career at school—he comes in contact with a superior civilization, grows accustomed to regular discipline and punctuality, imbibes a respect for education, and for that refinement and civilization of which so many signs are apparent in a well-ordered school, and, lastly, gains impressions of the beneficent intentions of Government, which we may reasonably hope will remain in after life. I have no statistics to enable me to judge whether the attendance at schools in Bengal and the North-Western Provinces fluctuates as much as that of schools in Oudh. In the Punjab there were 7,302 pupils on the rolls of Zillah Schools at the close of 1864-65; during the ensuing year 7,290 (or nearly 100 per cent.) left, and 8,250 were admitted. We are therefore in this respect more fortunate than Punjab.

29. It should be remarked that in the expenditure columns of the statement in para. 25 the figures for 1866-67 are for eleven months only. For the sake of comparison, these should be increased one-eleventh, and the statement will then be thus:—

Names of Institutions.			Amount of Fees collected during the year.	Total Expenditure.	Expenditure from Imperial Funds.	Cost per Pupil.	
						Total Cost.	Cost to Government.
			Rs.	Rs.	Rs.	Rs. As. P.	Rs. As. P.
Ten Zillah Schools.	1865-66,	...	1,605	38,301	32,876	35 2 8	30 3 0
	1866-67 — 11 Months,	...	1,732	36,935	31,913	32 11 11	28 4 8
	1866-67 — 12 Months,	...	1,889	40,292	34,814	35 11 6	30 13 10

30. The total actual expenditure on Zillah Schools (Rs. 36,935) was provided as follows :—

From Imperial Funds, ...			Rs. 31,913
From Local Funds—			
a (1). Subscriptions, ...	Rs. 3,290		
a (2). Pupils' Fees, ...	Rs. 1,732		Rs. 5,022
Total, ...			Rs. 36,935

Local Funds were expended as described in para. 18 of my last Report. The school libraries, which are provided from fees, are slowly increasing.

31. In September last a General Examination of Anglo-Vernacular Schools was held—the four senior classes by means of written papers, the lower classes orally by the several Head Masters. The Examination itself, which occurred during my absence on leave, was conducted with much care by Mr. Thomson. The questions were approved by me before my departure, and the several subjects were taken up on the same day in every school. Marks were allotted, and scholarships, prizes, and class promotion decided by the result. All Zillah and Vernacular Tahsili Schools and the Mission Schools at Baraitch, Wazeergunj, and Hoseinabad took part in the Examination. An abstract of the marks gained at the several Zillah Schools is given below. Copies of the questions and full details were submitted to the Chief Commissioner at the time. It is proposed to hold a similar Examination every year, and to include in it, as soon as practicable, the more advanced Vernacular Schools. The marks gained, for a first Examination, are tolerably satisfactory.

Names of Zillah Schools.	Percentage of marks gained by				Remarks.
	Entrance Class.	1st Class.	2nd Class.	3rd Class.	
Oonao, ...	55	...	42	42	
Fyzabad, ...	40·7	38·5	39	28	
Seetapore, ...	...	44·3	...	62	
Gondah, ...	...	38·6	39	32	
Nawabgunj, B. B, ...	...	...	48	64	
Sultanpore, ...	...	...	36	32	
Roy Bareilly, ...	...	...	33	22	
Pertabgurh, ...	...	...	27	46	
Hurdui, ...	...	...	...	54	
Lukhimpore, ...	...	...	...	68	

32. At the beginning of the year the course of studies prescribed for each grade of Government Schools was carefully revised, and some changes made.

33. From the first considerable practical difficulty has arisen from the fact of there being in Oudh two entirely distinct vernacular characters—Urdu and Nagri—each having claims of its own not to be lightly neglected. The common-spoken language of the Province is Hindi, with a large admixture of Persian words, the proportion of the latter varying from a maximum in our law courts to a minimum in remote country villages. The written characters in actual use are Urdu and Nagri, with its corruptions, Kaithee and Mahajani. Urdu is easier than Nagri to write, and, being the character used in our Courts, and a kind of *lingua franca* understood all over India, is most useful to boys in after life. On the other hand, Nagri has the more perfect alphabet, is far easier to read, and is the native dress of the vernacular of the Province. Kaithee and Mahajani are merely corrupt forms of Nagri, the tops of the letters being omitted, the vowels wholly or partly left out, and the letters themselves mutilated. I believe no such thing as a printed book in Kaithee or Mahajani exists:

but bankers, shopkeepers, and putwaris (village accountants) keep their accounts in these characters, and use them in their business correspondence. As a general rule, the persons just named cannot read the printed Nagri at all, and look upon it as rather a useless accomplishment. In attempting, then, to judge from present usage what vernacular characters should be taught in schools, the case stood thus—all persons connected with courts and offices, all candidates for Government employment, all Mahomedans, and nearly all educated Hindus, use Urdu (the character introduced by the Mahomedan rulers); pandits and other Sanskrit scholars write pure Nagri; whilst the whole trading community adopt the corrupted forms mentioned above.

34. From the outset Kaithee and Mahajani have been excluded from the course of studies, there being no books, and it being well known that a Nagri scholar can master the two written characters in a few weeks. As regards Urdu and Nagri, no favor was shown. A pupil, on entering a Zillah or Tahsili School, was allowed to choose either, and confine his attention to that exclusively. This proved to be practically very inconvenient, for, though the Urdu element preponderated largely, each class was broken up into an Urdu and Nagri section, requiring separate tuition, which, with the number of teachers available for each school, it was impossible to supply. Under the new scheme all pupils in Zillah Schools are taught Urdu, experience having shown that this, though essentially foreign, is under present circumstances far more popular than Nagri. Each class, however, from the fourth to the seventh, unless specially exempted, is sent for one or two hours a day to the pandit, *to learn to read and write the Nagri character.*

35. In the old Zillah Scheme English was not taught in the Sixth and Seventh Classes. To make room for a more gradual approach to the Entrance Examination course, the English Primer is now taught in Class VI. Persian grammar and reading have also been made a part of the course, with a view to improve the vernacular Urdu. Native scholars are unanimous in the opinion that elegance in Urdu composition can be attained only by reading Persian, and they regard time spent in reading Urdu as thrown away. These views are no doubt exaggerated; but, as there are a large number of Persian words and phrases in the current language of the Province, a knowledge of Persian is doubtless useful, and, as it is moreover a very favorite subject among respectable natives, Hindu scarcely less than Mahomedan, the change is likely to be popular.

36. I append a statement showing the aggregate number of pupils in each class of the scheme at the close of the year. As the scheme has been changed considerably, any comparison with similar figures for last year would give a wrong impression.

Institutions.	Number of Pupils in Classes.										
	Persian.	Sanscrit.	VII.	VI.	V.	IV.	III.	II.	I.	University Entrance Class.	Total.
10 Zillah Schools, 1866-67,	...	25	477	359	244	103	87	97	18	12	1,427

37. As might be expected, whilst the lower classes are very numerously attended, the higher are in many cases small. It is impossible to avoid this at present: the same fact is apparent in almost every superior School or College in India; in not a few cases, indeed, in other Provinces, six or eight pupils monopolise the time of several learned and highly-paid professors: the evil will cure itself as people learn to appreciate a superior education, and keep their boys longer at school. Meanwhile, everything which was possible has been done to economise the teachers' time; and in this respect the scholarships sanctioned by Government at the close of the preceding year have been most useful. Where very small classes existed, they have been broken up,

and the pupils transferred on small stipend to Canning College, or some other institution where was a larger number of students of the same standing. By continuing this system, and restricting promotion to those who shew in the Annual Examination that they really deserve it, the number of classes will be kept as low as possible, and men and money made to go as far as circumstances will allow.

38. At the beginning of the year under review, the sanctioned establishment for Zillah Schools was—five masters for Fyzabad, and four for each of the remaining nine institutions, making a total of 41 teachers. In February last sanction of Government was received to three additional masters for Fyzabad School, and one each for Gondah, Oonao, Sultanpore, and Seetapore, making a total of 48. The number of classes at work, after reducing them as described above, was 58, and several of these being very large, are broken into sections, so that the total number of groups for whom instruction has to be provided may be set down at 70. The additional teachers recently sanctioned will be most useful, and, with the aid of assistant masters and monitors paid from subscriptions and fees, Zillah Schools will now, I hope, be able to go on smoothly for another year.

School Buildings.

39. It has been decided to remove the Zillah School from Pertabgurh to Belah, the civil station of the district. The school-house at Pertabgurh has been sold for Rs. 5,000, and the foundations of a new building laid at Belah, to which the school will be transferred when ready. The enlargement of Sultanpore School-house is now proceeding vigorously, and will, it is expected, be completed in two months. The three new rooms are much wanted. I recently found 137 boys present crowded in two small rooms, 26 feet by 18. A handsome and substantial school-house has just been completed at Fyzabad, at a total cost of Rs. 12,743, of which Rs. 6,407 has been paid from Local Funds. The new building at Gondah was opened by the Chief Commissioner in January last. It cost Rs. 6,500, of which Rs. 4,500 was derived from subscriptions. The building is substantial and commodious, and is well situated, on the outskirts of the town. A new building has been completed at Nawabgunj during the year, at a cost of Rs. 6,201-8-8, and has been used since November last. The remaining five Zillah Schools are very comfortably lodged.

40. I annex a brief account of each Zillah School:—

(1).—*Nawabgunj.*—The town consists of one street, forming a bazaar, and a group of huts stretching behind on either side. At the beginning of the year there were 133 names on the register; but many of these were shopkeepers' children, who had come to school because their former *gurú* had been appointed an assistant teacher. These boys refused to learn either the vernacular or English, wishing to confine their attention to the Kaithee written characters and multiplication-tables,—the usual curriculum of a Baniya's education. After allowing sufficient time for them to become accustomed to school discipline, the usual rules were enforced, and determined recusants struck off. A further reduction occurred three months ago, when pupils from distant villages migrated to the new schools opened at their doors. The numbers had therefore fallen from 133 to 117, but the school has improved in regularity, the average attendance for the year being 91 per cent. of the number on the rolls. All the pupils conform to the course of studies laid down, and the classes are well advanced. Moulvi Wajid Ali, the Head Master, is a careful teacher and a diligent student. He is considered a good Arabic scholar, and is in consequence held in high repute by the Mahomedan gentlemen of the district.

(2).—*Oonao.*—The decrease in the average attendance from 106 to 90 arises from the removal of 28 Police recruit boys early in the year, consequent upon the recruit establishment being broken up, and partly from the transfer of the Office Amlah to

Lucknow. Those who went, it appears, took their children with them, whilst those who came left theirs behind. The classes in this school did particularly well at the Examination in September, and, considering that Oonao is but a village, credit is due to the teachers for the generally efficient state of the school.

(3).—*Seetapore.*—Seetapore continues steadily to improve. The average attendance is 115, against 102 last year, and the pupils have learned to value the school and appreciate the system of studies. Three years ago not 50 boys were willing to learn English; now there are upwards of 125 eagerly desirous to become proficient in this language. The highest class of five boys are reading for the University Examination in December next. I propose removing these, if their parents consent, to Canning College, as they take up too much of the Head Master's time.

(4).—*Lukhimpore and Hurdui.*—Lukhimpore and Hurdui Schools have 98 and 108 pupils respectively. The stations are mere villages, and the attendance is, under the circumstances, creditable to the teachers. The Commissioner recommends Shahabad, which has 277 pupils, being made the Zillah School, and Hurdui reduced to the grade of a Tahsili School. I propose to ask the Chief Commissioner's permission to carry out this suggestion.

41. On the remaining five schools Mr. Thomson reports as follows:—

"The largest Zillah School in this circle is Fyzabad, which contains 300 "scholars, and has had an average daily attendance throughout the year of 260. "There has been no great increase in the registered number of pupils, but the "attendance, which is the real test of the amount of work done, has considerably "improved. It is now 87 per cent. of the registered number, and I am not aware "that a higher percentage can be obtained in any part of India.

"The classes have steadily improved. Four candidates were sent up to the last "Entrance Examination of the Calcutta University, but none of them passed. Two, "however, failed in only one subject each. This must not be taken as a proof that "the masters have done their duty badly, but that they have attempted far too much. "I believe not one of these candidates had been studying English more than four "years, and to prepare them in that time is barely, if at all, possible. Moreover, the "weakness of the teaching staff must be taken into consideration. While the "number of pupils was increasing, the number of teachers remained as before, or "was increased by only a single master on Rs. 20 or 25 a month, who was of no use in "the higher classes. Three additional masters have lately been sanctioned by "Government, and the school will therefore not labor under this disadvantage in "future.

"The new school-house will be finished within a month, and its convenient "arrangement will greatly facilitate the teachers' work.

"In July, a low-caste Police recruit, a Chumar, was sent to the school by the "District Superintendent. This created no small stir among the pupils, many of "whom threatened to leave at once; but, by the judicious management of the Head "Master, they were brought to reason, and not one left the school. The Head "Master deserves great credit for the tact and judgment he showed. There will "hereafter be no remarks about caste in this school.

"All classes of the 'Scheme of Studies for Zillah Schools in Oudh' are at work "here. The candidates who failed at the last Entrance Examination are preparing for "the next, which I have no doubt of their successfully passing.

"Altogether this school is in a very healthy condition; and the addition to the "staff of teachers, the new and commodious school-house, and the fact of my being "able to render a good deal of assistance in the higher classes myself, afford grounds

" for expecting very considerable improvement during the year on which we are now " entering.

" The Head Master, Pandit Ram Narayan, is a very fair scholar, and a most " careful and laborious teacher. His labors are well seconded by those of his " subordinates.

" *Sultanpore.*—The field for a school here is very limited. There is really no " town at Sultanpore, but merely the houses of the Court Amlah and a bazaar for the " supply of their wants. Nevertheless the number on the school register is 200, and " the average number on the register throughout the year 170. The average daily " attendance, however, has been only 122, or 72 per cent. Where so many of the " boys are sons of shopkeepers, it is difficult to obtain a better attendance. On " market-days the boys are always kept at home to assist in the shop, and on other " days, if the tradesman has business at a distance, or even if he only wishes a quiet " gossip with a neighbour, as the shop cannot be left alone, the boy is put in charge. " Moreover, scholars of this class rarely continue in school long enough to make any " real progress. In the course of a year, or a year and a half, they have passed " through the two lowest classes, are able to read and write the vernacular tolerably, " and know also a little arithmetic. This is considered quite sufficient; all beyond is " merely ornamental, and not worth the expenditure of time and money it involves.

" The case of *employés* in Government Offices is different. They are desirous of " having their children educated as thoroughly as possible. But it is discouraging to " the masters to see a considerable proportion of their scholars leaving as soon as they " have acquired the merest smattering of knowledge. It is therefore much to the " credit of the teachers that, in place of losing heart or growing careless, they have " always done their work cheerfully and thoroughly.

" When I inspected the school in November, I found all the classes had been " formed up to the First of the Zillah scheme; but, as the upper three were small, " they involved a great waste of teaching power. Accordingly scholarships were " given to the First Class boys, and they were sent to Fyzabad School, while the two " other classes were amalgamated. When I visited the school on the 2nd March, I " found the whole in a most satisfactory condition, and I feel bound to draw the " Director's attention to the able and successful manner in which the Head Master, " Babu Madhu Sudan Mookerjea, has performed his duties.

" Great inconvenience has been felt from the want of sufficient school-room. " The original school-house had been built for 80 or 90 boys, and is altogether " inadequate to the present increased numbers. Additions to this building were " designed and sanctioned more than a year ago, but very little was done to have " them erected. I am happy to say the present Deputy Commissioner, Dr. Young, is " pressing on the work rapidly. The whole will be finished within six weeks, when " Sultanpore will have one of the most convenient schools and most substantial " buildings in Hindustan.

" *Pertabgurh.*—The number here has fallen off during the year—52 having left, " whereas only 35 have been admitted. The number on the register at the close of " the year is 90, and the average daily attendance throughout the year has been 79. " The situation of the school prevents us from securing the highest numbers possible. " Pertabgurh being a considerable town, the school was established there; but, as " the Government Offices are at Belah, about five miles off, Government servants for " the most part live there, and are unable to send their younger children to Pertab- " gurh. Now it is to this class that a large proportion of our scholars belong: it " was therefore considered desirable to remove the school to Belah, and accordingly " the old school-house was sold. A commodious new school is being erected, and, as " the Deputy Commissioner takes a great interest in it, I have no doubt it will be

" completed within a couple of months. The central school will then be at Belah, " with a good branch school at Pertabgurh. By this arrangement the numbers are " likely to be largely increased during the next year.

" The masters here have done their work well, and in no school have I found " the lower classes so thoroughly grounded in all they have learned. I feel certain " that this school will, in the course of two or three years, hold a much higher " position among the Zillah Schools of Oudh than it has hitherto done.

" *Roy Bareilly.*—The numbers in Roy Bareilly School have risen considerably " during the past year—78 having been admitted, against 58 withdrawn. The number " on the register at the end of the year is 108, the average number on the register " throughout the year was 100, and the average daily attendance 85. The amount of " fees realized (Rs. 225) is also satisfactory. But Roy Bareilly is a large town, and, " considering what is done in such places as Sultanpore and Pertabgurh, these " numbers are not nearly so large as they should be. The Head Master, Mr. Walsh, " is well qualified for his post, and does his work thoroughly; but it strikes me the " discipline might be milder without interfering with good order, and with great " advantage to the numbers. If the increase has not been very great, it has been " steady. The average daily attendance in 1864-65 was 54; in 1865-66, 74; and in " 1866-67 it was 85. The new school-house, which was designed about two years " ago, and at the time supposed to be quite adequate to the requirements of Roy " Bareilly, is now filled, and an additional room or two will probably be required " before the end of next year.

" The Second Master, Mr. Daniel, is a promising young teacher, and I am " glad that the Director of Public Instruction has recently been able to give him " promotion.

" During the greater part of the year under review all the classes up to the First of " the Zillah Scheme were at work. But, as there were only four boys in the highest " class who required almost the whole attention of one teacher, I considered it bad " economy to retain them. They have therefore received scholarships and been trans- " ferred to the Canning College, Lucknow.

" *Gondah.*—In regard to numbers, this school has remained during the past " year almost stationary, 112 having been admitted and 108 withdrawn. The number " on the register at the close of the year was 132, while the average attendance " throughout the year has been 135. The average daily attendance has, however, " risen from 86 to 108.

" When I inspected this school in December, I found all the classes of the " Zillah Scheme had been formed; but the Entrance Class contained only four boys— " the First, two—the Second, eight. Moreover, it was evident that the masters were " giving all their attention to the upper classes, and neglecting the lower, which con- " tained the bulk of the scholars. The boys of the Entrance and First Class were " therefore transferred to Fyzabad School and to Canning College, Lucknow, on " suitable scholarships, and the Second and Third Classes were amalgamated. At the " same time one of the masters, considered useless, was dismissed, and two men " from the Normal School sent in his place. The Head Master had now everything " in his favor—a small number of classes, and a good staff of assistants; but, when " I inspected the school in March, I did not find it so well managed as might reason- " ably have been expected. All the classes did fairly; but I considered them inferior " to the corresponding classes in other Zillah Schools. I am sorry I cannot report " favorably either of the skill or the zeal of the Head Master.

" The new school-house, which was opened by the Chief Commissioner in the " beginning of January, is in every respect a suitable building.

"The amount of fees raised here is very small, only Rs. 104. When Oudh was "under the Mussulman Kings, a great number of the people of Gondah were employed "about the Court. These are now unable to obtain employment, some because the "service they rendered was of a kind for which there is no market elsewhere; others "because the idea of having served a King, a Nazim, or great Chukladar makes "them consider starvation almost preferable to serving a master of inferior rank."

B.—Anglo-Vernacular Tahsili Schools (Middle Class Schools).

42. There are nineteen schools of this class. At eleven (*i. e.*, one in each district except Lucknow) an establishment as noted in the margin is maintained from Imperial Funds. At the remaining eight schools the Vernacular Establishment only is paid by Government; but one or more English teachers, on salaries varying from Rs. 25 to 80, are paid from subscriptions. Since the close of the year the sanction of Government has been received to grants-in-aid from Imperial Funds to the extent of half the cost of the English departments of four out of the eight schools. The principle thus sanctioned is important.

English Teacher.
Urdu Do.
Nagri Do.

43. The following statement gives details of attendance, fees, and cost for the two years:—

Comparative Statement of Statistics of Anglo-Vernacular Tahsili Schools, Oudh, for the years 1865-66 *and* 1866-67.

Districts.	Names of Schools.		No. of Pupils on Rolls at close of the year.	Average No. of Pupils on Rolls during the year.	Average Attendance during the year.	Amount of Fees collected during the year.	Total Expenditure.	Expenditure from Imperial Funds.	Cost per Pupil. Total Cost.			Cost per Pupil. Cost to Government.		
									Rs.	A.	P.	Rs.	A.	P.
Onao, ...	Poorwah,	1865-66,	153	157	130	89	1,732	1,419	13	5	2	10	14	7
		1866-67,	200	157	136	93	1,746	1,452	12	13	5	10	10	11
Nawabgunj, B. B.,	Durriabad,	1865-66,	84	83	66	66	1,629	1,462	24	10	0	22	2	6
		1866-67,	101	90	69	46	1,282	1,186	18	9	3	17	2	11
	Roodowlee,	1865-66,	102	103	88	39	1,023	504	11	10	1	5	11	7
		1866-67,	74	89	76	30	930	461	12	3	10	6	1	0
Seetapore, ...	Biswah,	1865-66,	103	89	64	59	1,514	1,275	23	10	7	9	14	10
		1866-67,	100	104	89	67	1,468	1,239	16	7	11	13	14	9
Hurdui, ...	Shahabad,	1865-66,	202	171	148	85	2,532	1,357	17	1	8	9	2	8
		1866-67,	277	221	180	114	2,483	1,334	13	12	8	7	6	7
	Bilgram,	1865-66,	123	109	97	78	2,698	602	27	13	1	6	3	3
		1866-67,	134	121	97	83	2,409	528	24	13	3	5	7	1
	Sundilah,	1865-66,	122	81	72	67	1,712	598	23	12	4	8	4	11
		1866-67,	126	104	81	92	1,480	462	18	4	3	5	11	3
Lukhimpore, ...	Mahomdee,	1865-66,	111	85	74	25	1,179	1,004	15	14	10	13	9	1
		1866-67,	115	122	109	46	1,278	1,206	11	11	7	11	1	10
	Oudh,	1865-66,	60	68	49	23	1,264	827	25	12	7	16	14	1
		1866-67,	72	79	68	28	837	453	12	4	11	6	10	8
Fyzabad, ...	Akberpore,	1865-66,	100	79	79	103	1,472	1,363	18	10	2	17	4	1
		1866-67,	94	94	78	103	1,296	1,172	16	9	10	15	0	4
	Tandah,	1865-66,	88	85	80	91	1,153	582	14	6	8	7	4	6
		1866-67,	100	85	77	75	1,027	512	13	5	4	6	10	5
Gondah, ...	Utrowlah,	1865-66,	69	63	49	28	1,390	1,320	28	5	9	26	15	10
		1866-67,	74	71	62	40	1,289	1,210	20	12	7	19	8	3
	Nowabgunj,	1865-66,	39	53	41	30	923	519	22	8	1	12	10	8
		1866-67,	97	74	58	50	1,223	451	21	1	6	7	12	6
Baraitch ...	Colonelgunj,	1865-66,	105	81	60	47	1,454	1,407	24	3	9	23	7	2
		1866-67,	94	71	60	38	1,141	1,102	19	0	3	18	6	0
	Nanparah,	1865-66,	81	72	46	57	1,175	518	25	8	8	11	4	2
		1866-67,	81	72	59	61	1,051	440	17	13	10	7	7	4
Roy Bareilly, ...	Hyderguh,	1865-66,	97	85	68	56	1,398	1,302	20	8	10	19	2	4
		1866-67,	81	92	68	71	1,251	1,126	18	6	5	16	8	11
Sultanpore, ...	Jais,	1865-66,	116	106	95	44	1,553	1,437	16	5	7	15	2	0
		1866-67,	104	113	98	45	1,482	1,338	15	1	11	13	10	5
	Inhonah,	1865-66,	82	74	65	34	1,414	619	21	12	2	9	8	4
		1866-67,	79	70	60	55	1,128	408	18	11	9	6	12	10
Pertabgurh, ...	Salone,	1865-66,	70	78	53	35	1,375	1,340	25	15	2	25	4	8
		1866-67,	69	70	50	54	1,142	1,089	22	13	4	21	12	0
Total, ...	19 Schools,	1865-66,	1,907	1,711	1,424	1,056	28,590	19,455	20	1	3	13	10	7
		1866-67,	2,072	1,899	1,593	1,186	25,938	17,168	16	4	6	10	12	5

44. These schools have maintained their popularity and usefulness. The total number on the rolls, average attendance, and amount of fees collected, show a decided improvement on the preceding year. In five schools the average attendance is slightly less than in 1865-66, in three it is the same, whilst in eleven schools it has increased.

45. The total expenditure on the nineteen schools for the eleven months was Rs. 25,938, which was made up thus:—

From Imperial Funds,	...	... Rs.	17,168	0	0
,, Subscriptions,	...	... ,,	7,569	0	0
,, Fees, ...	...	... ,,	1,186	0	0
,, Other sources,	...	... ,,	15	0	0
	Total,	... Rs.	25,938	0	0

Each pupil cost Rs. 16-4-6 for the year, of which Government paid Rs. 10-12-5.

46. In schools of this class we endeavor to give a good vernacular education, and, in addition, sufficient English to fit a man to be a clerk or to fill similar positions requiring ability to read, understand, and copy any ordinary English composition. Till this year the course of studies was the same as for the lower classes of Zillah Schools. As, however, the object of the two kinds of institutions is different, it was thought desirable to draw up a separate scheme for schools of this class, complete in itself, and yet such as could be got through in about five years. Use is made of the Vernacular as a medium for imparting knowledge on general subjects, whilst English is read merely as a language. The scheme now used provides that Urdu or Nagri may be selected (according to locality) as the principal vernacular, in which instruction is imparted in grammar, geography, arithmetic, mensuration, and the elements of algebra and geometry. The second vernacular, however, is not entirely neglected. Wherever practicable, each class learns to read and write it. English reading and writing are taught in Classes I. to IV., and English Grammar in Classes I. and II.

47. The total number of pupils in each class at the end of the year is given below:—

Institutions.		Number of Pupils in Class					Total.	Remarks.
		V.	IV.	III.	II.	I.		
19 Anglo-Vernacular Tahsili Schools,	1866-67,	995	528	276	192	81	2,072	

48. It will be observed from what has been said that these schools cannot be condemned, as such institutions sometimes are, for giving only a "smattering of English." Whatever may be thought of the value of "a little English," none can object to the substantial vernacular education at which we aim; but it may well be doubted whether the imperfect knowledge of English gained at such institutions is so worthless, or the process by which it has been acquired so little deserving of respect, as is sometimes imagined. The study of a foreign tongue is, and always has been, considered good mental discipline, and a very proper part of school education. There seems no reason why English, which to natives of India is a most difficult language, should be an exception to this rule. But, besides the mental training involved, there are many practical advantages connected with the study of English, even to the extent practicable at such schools as these. It leads in many cases to profitable employment, opens the way to closer and easier intercourse with the ruling race, and

gives to those who have inclination and ability to follow up their studies, the key to a literature which is certainly not less valuable to a native of India than any foreign literature, ancient or modern, is to Englishmen. Nor must it be supposed that *none* of the pupils at these schools do follow up their studies. During the past year the more advanced Tahsili Schools have each sent two, three, or four representatives to the neighbouring Zillah Schools, and there is every probability that those who show special ability will in due time find their way to Canning College, and eventually become as good English scholars as can be found anywhere in India.

49. The three best schools of this class are Shahabad, Bilgram, and Poorwah.

(1).—*Shahabad* (*Hurdui*).—The number of pupils has risen from 202 to 277, and the average attendance from 156 to 221. Since Persian was introduced, the Mahomedans seem to have looked more favorably on the school; but there are still only 62 pupils of that sect. The Head Master complains of the frequent changes of pupils, but adds that it now often happens that those who leave return and ask to be re-admitted. Two boys from this school were transferred to Canning College in January last, and have taken a good place in the Second Class of that institution, showing the excellency of the instruction they previously received. The new system of teaching every boy to read *both* the Urdu and Nagri characters has been successfully introduced, and is found to answer. Baboo Chandra Mohan Mookerjea, the Head Master of this school, is a very efficient and diligent teacher. So highly is the school appreciated that the inhabitants of a village (Udharanpore), three miles off, have begged that a branch for their younger children may be opened there. They pay a part of the expenses, and are prepared to erect a school-room. The Tahsildar takes an interest in the school. I have stated above that the Commissioner recommends that this be made the Zillah School of the district (Hurdui). The Zillah Scheme of studies has already been introduced.

(2).—*Bilgram School*, in the same district, still maintains its character as a thoroughly well-managed institution. The number of pupils has risen from 123 to 134. The average attendance for the year has been affected by the prevalence of sickness, but it is still equal to the former year—*viz.*, 97. The Commissioner considers the schools at both Shahabad and Bilgram to be "very good indeed." Muhammad Ashraff, Talookdar and Honorary Assistant Commissioner, takes much interest in Bilgram School.

(3).—*Poorwah* (*Zillah Oonao*).—This school has now 200 pupils. Though only three years old, all five classes of the scheme of studies are at work and in a satisfactory state. The inhabitants of the town are for the most part poor, and the large and regular attendance at school is very creditable to them. The new school-house, which has just been finished, will be a great advantage, and is really well deserved.

50. Of the six remaining schools of this class in the Western Circle (*vide* margin), Sandilah, Biswah, Mahomdee, and Durriabad are in a very satisfactory state. The attendance has in each case risen during the year, and in Sandilah and Mahomdee the rooms are now much too crowded. Mahomdee is a very dilapidated and dirty town, of much less importance than it was under the Native Government. The people are poor, and the school building is very uncomfortable, even in the cold season, and must be scarcely habitable in the hot weather. Notwithstanding these difficulties, the school has improved considerably in discipline and efficiency. I cannot speak so favorably of Golah, in the same district. The number of pupils has increased, but the field is not a favorable one. Radouli is a large Musalman town, but the salary available from subscriptions for the English

	Pupils.
Sandilah, Zillah Hurdui, ...	126
Biswah, Zillah Seetapore, ...	100
Mahomdee, Zillah Mahomdee,	115
Golah, Zillah Mahomdee, ...	72
Durriabad, Zillah Durriabad,...	101
Radouli, Zillah Durriabad, ...	74

teacher (Rs. 25 per mensem) is not sufficient remuneration for a man of any ability. A grant-in-aid of equal amount has recently been sanctioned, and we may look for better results this year.

51. Mr. Thomson gives some interesting details regarding Anglo-Vernacular Schools in his Circle :—

" (*a*).—*Hydergurh.*—In the Roy Bareilly District there is only one Anglo-" Vernacular Tahsili School, *viz.*, at Hydergurh. This school has been unfortunate " during the past year. The Head Master was a man with no energy or power of " governing, and a Second Master was appointed in October, who proved to be a " mischievous, unprincipled fellow. Between them the school fell off a good deal, " 58 having left during the year, and only 42 been admitted. The average number " on the register throughout the year was 92, but at the close of the year there were " only 81. The average daily attendance was 68.

" When I inspected this school in November I found there was neither classi-" fication nor discipline, and that the boys were learning little or nothing. I classified " the whole, and set them to work. When I returned in January I found very little " improvement. The masters were stirring up the boys against each other, and " thwarting each other in every way possible. As there seemed no hope of improve-" ment, the masters were dismissed, and new men appointed. These have been at " work only about a month, and it is impossible to say at present what success they " will have.

" Hydergurh is a large town, with a population of Brahmins, Kayasths, and " Musalmans, and a good teacher might soon collect a great number of scholars.

" (*b*).—*Salone.*—In the Pertabgurh District there is one Anglo-Vernacular " Tahsili School at Salone. This is a large, ruinous old town, mostly inhabited by " the lowest class of Musalmans. The school-house is a mere shed. I am glad, " therefore, that a new school is to be erected during the coming year.

" The numbers here have remained stationary, 40 having been admitted and 41 " withdrawn. The number on the register at the close of the year was 69, and the " average daily attendance throughout the year 49.

" I have inspected this school twice, once in November and again in February, " but on neither occasion was I pleased with it. The masters are neither skilful nor " diligent, and the boys are making but little progress.

" The masters' salaries have been reduced, and I hope to hear the Inspector is " better pleased on his next visit.

" (*c*).—*Jais.*—In Sultanpore there are two Anglo-Vernacular Tahsili Schools, " *viz.*, Jais and Inhonah. Jais is a large town, inhabited by Musalmans, many of " whom are in Government service. A good deal of money is remitted by them, and " so the place is kept from falling into that decay which has overtaken most Musal-" man towns.

" The number of pupils admitted into the school during the year was 27, and the " number withdrawn 39. Three of these, however, received scholarships, and were " sent to the Zillah School, Sultanpore, where they are doing well. The number on " the rolls at the close of the year was 104, and there has been an average daily " attendance of 98. Altogether this school is going on satisfactorily.

" (*d*).—*Inhonah.*—Inhonah is a smaller and poorer place than Jais, and there are " not so many of the people of the castes that take readily to study. There has been " little change in the numbers during the year. There are now 79 on the register, " with an average daily attendance of 60. The Head Master, Jageshwar Prashad, is

" careful and hardworking, and the Second Master, Mata Din, a young man from the " Normal School, Lucknow, is an energetic, intelligent teacher. They have both done " their work well. Much difficulty has been experienced here from the smallness of " the school-house; but an additional large room is now all but finished. One of the " sharpest boys, Ilahi Ata, was apprenticed as a pupil-teacher, and the Head Master " reports favorably regarding him.

" (*e*).—*Akberpore.*—In Fyzabad District there are two Anglo-Vernacular Tahsili " Schools—*viz.*, Akberpore and Tandah. Akberpore is perhaps the best managed " school of its class in this Circle. The Head Master, Ram Gholam, is an industrious " teacher, and, being of a kind and winning manner, he is on excellent terms with " his subordinates, who aid him in every way they can. There were at the close of " the year 94 pupils on the register, with the satisfactory daily average of 78. " Three boys from this school received scholarships, and were transferred to Fyzabad " School, and two others were apprenticed as pupil-teachers. The present school-" house is very small—indeed, it could not accommodate half the scholars comfort-" ably. I am happy, therefore, to add that the walls of the new school are almost " built, and that it will be ready before the rains set in. It is in a more central " situation than the present building, and considerable increase of numbers may " therefore be expected.

" (*f*).—*Tandah.*—Tandah is, strictly speaking, only a Vernacular Tahsili " School, but, as the people wished to have English taught, they subscribe Rs. 40 a " month to keep an English teacher, in addition to the staff allowed by Government. " Tandah is a large town, and might have a school of 200 boys; but, as the amount " available for the pay of the Head Master is not sufficient to secure an able man, the " numbers have never exceeded 100. The average attendance for the year was 77.

" When I inspected this school in December I found the numbers low and the " classes badly taught. Since that time the numbers have improved a good deal; but " no great improvement in the teaching can be expected until we are able to give far " more than Rs. 40 a month to the Head Master.

" (*g*).—*Nawabgunj.*—In Gondah District there are two schools of this class—*viz.*, " Nawabgunj and Atroulah. Nawabgunj is situated near the Ghogra, and is a place " of extensive grain trade. The people are generally Banias, men of considerable " wealth, but having a profound contempt for learning or refinement of any kind. " The great object of their ambition is to make as much money as possible under " ordinary circumstances, and to waste enormous sums on marriages, *shrads*, &c. " The children are sent to school readily enough till they can write up their day-book " and ledger; but after that every day at school is considered net loss. It is very " discouraging to the masters to see their scholars drawn off in this way. The Head " Master, Muhammad Hosein, has worked steadily and diligently, and has been as " successful as can be expected in such a place. The numbers have increased from " 74 to 97, but the average attendance is only 58. This is owing to the fact that on " market days many of the boys are kept away to assist their parents in their shops.

" This school is maintained by Government only as a Vernacular School, and the " English Master is paid from the subscriptions of the district. While the total cost " per pupil per annum is Rs. 20-13-10, the cost to Government is only Rs. 7-13-7.

" (*h*).—*Atroulah.*—In Atroulah School the numbers have slightly increased, 30 " having been admitted against 24 withdrawn. At the close of the year there were " 74 boys, with an average daily attendance of 63. When I inspected this school last " month, I found the masters going on diligently. The scholars had not learned " quite so much as I thought they might have done, but, as far as they had gone, " the work was thorough. Great pains had been taken with the vernacular, and the " translating was particularly good.

"(*i*).—*Colonelgunj.*—Baraitch District. Here there are also two Anglo-Vernacular Schools—*viz.*, Colonelgunj and Nanparah. Colonelgunj is a large bazaar, "where the people are mostly Banias, and don't wish English education. Moreover, "there are two or three Indigenous Kaithee Schools, and the masters of these, "considering their craft in danger from the Government School, use all their "influence to prevent boys from being sent. In October the master was removed, "and a new one sent. This man is exerting himself, and has considerably improved "the school. At present the school suffers from being in a bad building. This "house was formerly an hospital, and ignorant people have prejudices against such a "place. It is also about two miles from the town. As a new school, close to the "town, is to be built this year, the numbers may be expected to increase. At "present there are 94 on the register, but the average attendance is only 60.

"(*k*).—*Nanparah.*—Nanparah is maintained by Government as a Vernacular "School, but the Rajah of Nanparah pays an English Teacher in addition. There are "now 81 names on the register, with an average daily attendance of 72.

"The new school-house here is almost finished."

52. The Inspecter makes the following general remarks regarding schools of this class:—"It has been found very difficult to keep the Anglo-Vernacular Schools "in good working order. To manage them efficiently, the Head Master should "possess an amount of English knowledge which can rarely be got for the money "available. Hitherto no suitable men have been produced in this Province, and it "has been necessary to import them from the North-Western Provinces and Bengal. "Drawing them from their native land implied paying them more than they could get "at home. Men who have received an English education object to being sent to out-"of-the-way places. If a man is really worth having, he will soon find more con-"genial employment elsewhere. In a few years plenty of well-educated young men "will be coming out of our own schools, and these will be very glad to serve on "small salaries near their own homes."

53. The difficulty above alluded to is one that must arise where education is in its infancy. Imported labor is always expensive, and we may look forward with confidence to the times when more efficient teachers will be available at the salaries we offer. At the same time it should be remarked that we have little reason to complain of our present teachers. With few exceptions, they have done extremely well.

54. For six schools of this class new buildings were provided in the Budget of 1866-67. The following statement shows the amount sanctioned in each case:—

Name of School.	Estimated cost of the building.	Sanctioned		Remarks.
		From Imperial Funds.	From Local Funds.	
	Rs.	Rs.	Rs.	
Akberpore, ...	3,316	2,916	...	
Atroulah, ...	3,316	577	1,316	
Nanparah, ...	2,316	1,544	772	
Inhonah, ...	773	773	...	
Shahabad, ...	4,380	2,808	1,160	
Poorwah, ...	4,380	2,920	1,460	

55. Nanparah, Inhonah, and Poorwah have been completed. The remaining three are rapidly approaching completion. Six schools were previously provided for, and the remaining seven are included in the Public Works Budget for 1867-68, so

that this year will probably see the whole of the schools of this class well lodged. The following statement shows the names of the schools referred to in this paragraph :—

Schools previously provided for.	Schools provided for in the Public Works Budget of 1867-68.	Remarks.
Bilgram, ...	Colonelgunj, ...	
Durriabad, ...	Jais, ...	
Biswah, ...	Mohomdee, ...	
Golah, ...	Nawabgunj, ...	
Radouli, ...	Salone, ...	
Tandah, ...	Sandilah, ...	
	Hydergurh, ...	

C.—Vernacular Tahsili Schools.

56. The following statement shows the aggregate attendance and cost at the 15 schools of this class for 1866-67, compared with 1865-66 :—

Names of Institutions.		Number of Pupils on Rolls at close of year.	Average number of Pupils on Rolls during the years.	Average Attendance during the year.	Amount of Fees collected during the year.	Total Expenditure.	Expenditure from Imperial Funds.	Cost per Pupil. Total Cost.	Cost per Pupil. Cost to Government.
					Rs.	Rs.	Rs,	Rs A. P.	Rs. A. P.
15 Vernacular Tahsili Schools, ...	1865-66,	1,082	839	665	373	8,315	7,298	12 8 0	10 15 7
	1866-67,	1,089	1,012	812	451	7,957	6,919	9 12 9	8 8 4

It will be observed that the average attendance has risen from 665 in 1865-66 to 812 in 1866-67, or more than 20 per cent. The attendance is over 80 per cent. of the average number on the rolls. Each pupil costs nearly Rs. 10 per annum, of which Government pays Rs. 8½.

57. On revising the scheme of studies, that for Vernacular Tahsili Schools was reduced from six classes to five, without, however, lowering the standard aimed at—the object being to economise the time of teachers. Very fair progress has been made during the year. The following statement shows the number of pupils in each class at its close :—

Schools.		5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Total.
15 Vernacular Tahsili Schools, ...	1866-67,	494	322	176	94	3	1,089

58. Mallihabad (Lucknow Zillah) is the largest school of the class, having 145 pupils, against 103 last year. They are for the most part extremely poor. The Officiating Commissioner, Mr. Capper, recently visited the school, and awarded Rs. 9 per mensem in small scholarships to some of the most deserving pupils, to enable them to remain at school. Several pupils from this and other schools have been admitted into the Normal School, and trained as village teachers. A large number of the people of the town are so poor that a little encouragement of this kind induces many to send their children to school who would otherwise not do so.

The Practising School connected with the Normal School, Lucknow, has now 89 pupils, and is a useful institution. The students of the Normal School attend in turn to learn their practical duties, and considerable pains are taken to make the institution as good a model as possible.

The remaining two schools in the Lucknow District are at Thursi and Amethee. The former suffered considerably last hot weather from the misbehaviour of the Head Master. He was convicted of gross negligence, which he attempted to hide by falsifying his register, and was dismissed. His successor, trained in the Lucknow Normal School, is doing extremely well.

59. Oonao District has two Vernacular Tahsili Schools at Suffipore and Chumroulee, with 80 and 86 pupils. These have to contend against neighbouring village schools and insufficient accommodation.

Bari and Biswah Schools, in Seetapore District, are fairly attended, having 55 and 65 pupils respectively. I noticed last year the difficulty of getting the Brahmin population of Misrik, which is a sacred town, to appreciate education. Considerable improvement has been made in the year.

Ramnuggur (Zillah Durriabad) is a small but very fair school, and seems popular with the people, who are anxious to have an English teacher.

60. I extract the following from Mr. Thomson's Report on schools in his Circle :—

" (*a*).—*Behar.*—In Roy Bareilly District there are two Vernacular Tahsili " Schools—*viz.*, Behar and Dalmow. The former has increased during the year, as " 35 boys were admitted, whereas only 23 left. The number on the register now " amounts to 62, and the daily average to 39. This school is very efficiently managed. " In September the former Master was removed, and a student of the Normal School " sent instead. He has discharged his duties admirably.

" (*b*).—*Dalmow.*—In Dalmow there are 52 on the register, with an attendance " of 45. The new Master, Misr Matadin, took charge about the end of December, " and has considerably improved the school already. It is difficult, however, to " collect many scholars in such a place. Nearly all the people are Brahmins, who " loiter about the ghâts and demand money of all pilgrims resorting to this famous " bathing-place. They call themselves 'Sons of the Ganges,' and, as their mother " liberally supplies their wants, they will take to nothing involving labor.

" (*c*).—*Behar.*—In Pertabgurh there are also two Vernacular Tahsili Schools— " *viz.*, Behar and Puttee. The former has been steadily diminishing in numbers " during the past year, and now contains 42, with a very irregular attendance. This " is owing to the laziness of the Head Master. He will be removed immediately, and " a Normal Schoolman, in whom I have great confidence, appointed.

" (*d*).—*Puttee.*—In Puttee 22 have been admitted, against 16 withdrawn. " There are now 56, with an average attendance of 47. The school here was " formerly in a wretched shed; but a good new school-house was finished, and the " boys removed to it, in December. Both masters discharge their duties diligently, " and the school is steadily improving.

" (*e*).—*Jugdeespore.*—In Sultanpore there is one Vernacular Tahsili School—*viz.*, " at Jugdeespore. The numbers here have been stationary, and the year closes with " 57 on the register, and 46 in daily attendance. The present school-house costs " Rs. 3 a month, and is only a shed: I am therefore glad that a new school is to be " built during the coming year.

" (*f*).—*Jelalpore.*—The Vernacular Tahsili School at Jelalpore, in Fyzabad, has " 86 scholars registered, with a daily attendance of 79. Before the Government " School was established here, there was a Moulvi who had a pretty good Private

"School. He was taken into the Department, and has given great assistance in "collecting scholars. Nearly all the officers of the district have examined this school "during the cold season, and speak favorably regarding it."

61. The following general remarks by the same officer are worthy of notice :—

"Vernacular Tahsili Schools are laboring at present under three disadvantages— "1st, bad houses; 2nd, incompetent teachers; and, 3rd, the rivalry of Village "Schools.

"(*1st*).—Until the year under review, all the schools were held in places scarcely "fit for cattle-sheds; but, towards the close of the year, Dalmow, Behar, in "Pertabgurh, and Puttee were provided with good houses, and provision has been "made in the Budget of 1867-68 for building schools at all the other tahsils.

"(*2nd*).—As suitable teachers could not be got in Oudh, men were brought from "the North-Western Provinces. Now we cannot expect to get really good men from "that quarter, for, were they good, they would receive such salaries as would induce "them to remain nearer home. But students of the Lucknow Normal School are "becoming available. As I have said before, the Master sent to Behar, Roy Bareilly, "has done remarkably well, and there is no reason why the Normal School should "not annually produce equally good men.

"(*3rd*).—The Tahsili Schools are at present but little superior to Village Schools, "and, as the latter are more conveniently situated for many of the children, they "have left the better school and gone to the nearer. Under present circumstances, "the Tahsili Schools have done well that have remained stationary as to numbers. "But, in two or three years, when the boys have finished the Village School course, "they will begin to look for something higher, and will naturally go to the Tahsili "School. The Village Schools, instead of draining the Tahsili Schools, as at present, "will become feeders.

"I consider Tahsili Schools are now at their lowest, and must steadily improve "for several years hereafter."

62. New buildings have been completed during the year at Behar (Pertabgurh), Puttee, and Thursee. Six are provided for in the Budget of 1866-67. The following list shows how the fifteen schools stand in regard to accommodation :—

Schools for which buildings are available.	Schools for which buildings are provided in the Budget of 1867-68.	Schools still to be provided for.
Behar (Pertabgurh). Puttee. Koorsee. Dalmow. Misrick. Mallihabad. Model School.	Nagpore Jelalpore. Jugdeespore. Ramnugur. Baree. Amethee. Behar (Roy Bareilly).	Chunroulee. Suffeepore.

Village Schools.

63. The following statement shows statistics for the year under review, compared with 1865-66 :—

Schools.	Number of Pupils on Rolls at close of the year.	Average number of Pupils on Rolls.	Average Daily Attendance.	Total Cost.	Cost to Imperial Funds.	Average Cost per School.	Average Cost per Pupil.
				Rs.		Rs. As. P.	Rs. As. P.
61 Village Schools, 1865-66,...	2,004	1,236	1,094	5,082	...	83 0 0	4 10 4
264 Village Schools, 1866-67,...	7,462	6,758	5,294	10,570	...	40 0 7	1 15 11

It will be observed that 203 new schools have been opened during the year, and that at its close 7,462 pupils were under instruction. Of the whole number of schools, 100 have only been open seven months, and 102 more only three months. It takes some time to get the full confidence and respect of the villagers, so that the attendance is less than it will be: nevertheless the statement shows an average of nearly 28 boys per school. As the majority of the schools have been open less than a year, the average expenditure (Rs. 40) per school is not to be taken as the normal rate. The average ordinary cost of Village Schools will probably eventually be about Rs. 100 per annum per school.

64. The statement given in the margin shows the number of schools in each district, and the dates of their being opened. The number is regulated principally by the progress made in introducing the School Cess; but, in the case of Pertabgurh, I have been unable to procure as many teachers as might safely be entertained.

District.	Number of Schools.	When Established.
Oonao, ...	61	July, 1865; April, 1866; May, 1866; July, 1866; August, 1866; September, 1866; and February, 1867.
Pertabgurh, ...	40	September, 1866; and January, 1867.
Roy Bareilly, ...	60	September, 1866; December, 1866; and January and February, 1867.
Durriabad, ...	29	January, 1867.
Fyzabad, ...	30	Ditto.
Sultanpore, ...	20	January and February, 1867.
Lucknow, ...	23	December, 1866; and January and February, 1867.
Hurdui, ...	1	February, 1867.

Hitherto few suitable men have come forward from the district itself—probably because there are very few persons in the district who can read and write, which is the minimum of attainment qualifying for admission to the Normal School; and, on the other hand, Lucknow men, of whom there are plenty, object to go to Pertabgurh, or go very reluctantly, and are discontented till brought back again. Indeed, as a rule, it is found unwise to send strangers into a district as village teachers, and the practice is avoided as much as possible. The Deputy Commissioner of Pertabgurh and my own subordinates are on the watch for suitable men, and I hope to be able to increase the number of schools to 60 at least this year. The first collections in Hurdui and Seetapore have only recently come in. From both districts men have been brought to the Normal School, and will be at work before the close of the year. In Lucknow, Oonao, Nawabgunj, Fyzabad, Roy Bareilly, and Sultanpore there are as many schools as the funds will safely permit. The cash balances are not large, and it must be remembered that, when a sufficient time has elapsed to enable us to judge of the probable success of the several schools, a very large amount will be required in each district for buildings.

65. It may be well here to state briefly what we hope to be able to accomplish in this direction when the Cess is fully levied. The Cess is expected to yield about Rs. 11,000 per district per annum. Of this, Rs. 1,000 will be absorbed by the Normal School, and about Rs. 1,500 for books, rent, repairs, &c., leaving Rs. 8,500 for teachers, which, at an average of Rs. 100 each, will give 85 village schools per district, or 1,020 for the Province. The area of Oudh is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools, and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles—*i. e.*, we shall be able to place a school, under a well-trained and fairly-paid teacher, within two and a half miles of every child in the Province.

66. In my last Report I described the course of studies for Village Schools, and, though some of the text-books have been changed, the course is substantially the same. With reference to this subject, the following general direction is given at para. 7 of the "Instructions to Deputy Inspectors:"—"In all schools the Deputy "Inspector's first efforts should be to secure good reading, writing, and arithmetic. "He will insist on the reading being slow and distinct, and intelligible to a person

"without a book. Teachers should be urged to pay particular care to the hand-"writing. Copy-books should be used in every school, and special rewards given for "neat and distinct writing. Writing from dictation should be practiced frequently, "and the senior boys should be taught to write letters, petitions, &c. In arithmetic "accuracy and neatness should be required."

The following statement shows the number of pupils in each class at the close of the last two years :—

Schools.		First Class.	Second Class.	Third Class.	Fourth Class.	Total.
Village Schools,	1865-66—61,...	14	118	439	1,544	2,115
	1866-67—264,	116	412	1,257	5,677	7,462

67. With very few exceptions, the teachers now in charge of Village Schools have been trained in the Normal School, Lucknow. I stated in para. 44 of my last Report that the salaries of village teachers varied from Rs. 6 to Rs. 10 per mensem, and expressed an opinion that less than Rs. 6 ought not to be given to a man "supposed to be capable of instructing the rest of the village." In these views the Chief Commissioner was pleased to concur. The marginal note shows the salaries drawn at the close of the year—Rs. 10 being the maximum, Rs. 6 the minimum, and the average Rs. 7¼.

Number of Teachers.	Salary of each.
7 Teachers at ...	Rs. 10 per mensem.
29 " " ...	" 9 "
63 " " ...	" 8 "
96 " " ...	" 7 "
78 " " ...	" 6 "

68. With a view to induce respectable men to offer themselves as candidates, and also to regulate the promotion of deserving teachers, a scale of salaries* has, with the approval of the Chief Commissioner, been now fixed for each district. This will be made known, and both candidates and teachers will then understand exactly what to expect. Promotion from one grade to another will be made when the schools are examined in the cold season by the Director or Inspector.

*20	Teachers at	Rs.	6	per mensem.
20	"	"	7	"
20	"	"	8	"
15	"	"	9	"
10	"	"	10	"
85	" Average, 7.12-17ths.			

69. It is satisfactory to be able to report that, with few exceptions, the teachers sent out from the Normal School do great credit to that institution, are appreciated by the villagers, and are doing much good. It would be unreasonable to expect no defects, considering that the schools are all new, are for the most part held in very unsuitable houses, and that the work of teaching is as novel to most of the masters as learning is to the great majority of the pupils. Nevertheless a good work has been well begun. I give below extracts from the Inspectors' Reports, which will, I think, make this clear, and will only add that during the cold weather I personally examined about twenty of the village schools in Oonao. I found over and over again boys who read before me a vernacular book of ordinary difficulty, who wrote correctly from dictation, worked proportion sums, and had begun to study geography, who, eighteen months before, had not learned a single letter, and had no hope or intention of doing so. I invariably sent for the Lumberdars, and invited all the village to hear me examine, and my conviction certainly was that a large number of the people appreciated the means of education placed by Government within their reach, and were grateful for them. Very many are no doubt still influenced by old customs and traditions, and fail to grasp the idea that *their* children are to begin to read and write. The feeling is, however, not that education is to be despised, but that it is too good

for them. Strange to say, some such feeling seems to prevent many from sending their children to school, who readily admit that learning is a good thing, and would like to obtain it. I believe an order, making education compulsory, would rather be welcomed by many who have not the moral courage or energy to take the first step and shake themselves free from the customs of their forefathers.

70. The Junior Inspector, Munshi Durga Prashad, writes thus of Village Schools in Oonao, which he examined carefully :—

"The readiness with which the people assembled round us to witness the "examination, the pleasure their countenances expressed in seeing their boys' abilities "tested, the willingness which the generality of the zemindars show in rendering "assistance to our schools, the increased attendance and amount of fees collected, are "all sure proofs that our schools are held in high estimation by the people generally.

"There are indeed some localities where the people object to our system of "teaching vernacular books only; but such places are comparatively few, especially "consisting of towns or large villages, which are peopled by the richer and higher "classes: there is no such objection amongst the agricultural and poorer classes, "which form the great bulk of the population of the Province. It is gratifying to "see amongst such people some of our schoolboys read and write fluently, and solve "sums in fractions. The only objection that I heard from these people was that their "boys could hardly spare time from agricultural and professional labors to attend "school."

71. The following extracts are from Mr. Thomson's Report :—

"During the year under review Government Village Schools have for the first "time, been established in this Circle. In September 34 teachers were sent to Roy "Bareilly, and the same number (34) to Pertabgurh. In November one more was "sent to Roy Bareilly. In January 23 were sent to Roy Bareilly, making a total of "58 in that district; 6 to Pertabgurh, making a total of 40 in that district; 20 to "Sultanpore, and 30 to Fyzabad, making a total of 148 Village Schoolmasters sent to "four districts in this Circle during the year.

"*School-houses.*—Before the teachers were sent, Deputy Inspectors had generally "visited the villages, informed the people regarding the intentions of Government, "endeavoured to remove their prejudices and allay their fears, and pressed upon "them the necessity for every one being able to read and write and keep accounts for "himself. They also made arrangements for school-houses. In some cases friendly "Talookdars handed over to the Department suitable houses in perpetuity: for "instance, two schools were established in villages belonging to Babu Ajeet Singh, "of Pertabgurh. The Babu at once gave the Deputy Inspector comfortable houses; "but, not satisfied with that, he set to work and erected, at his own expense, two "good schools in the most convenient situations. This was quite spontaneous on the "part of the Babu: I knew nothing about them till I visited one of the villages, and "found the school almost ready; nor had any European officer heard of them until "I mentioned the fact myself. In several villages houses have been taken at rents "varying from four annas to one rupee per mensem. In one of his Reports, the "Commissioner of the Baiswarrah Division mentioned that, in some cases in the "North-Western Provinces, schools had been rendered unpopular by the Tahsildar "using a degree of pressure to make the Lumberdars provide houses. Stringent "orders were therefore issued to Deputy Inspectors to give a fair rent wherever the "proprietor wished it, and to state distinctly that, in case he should require his house "at any future time, it would be vacated on reasonable notice being given. Most "Lumberdars prefer giving a house rent-free until we can build for ourselves, and the "great proportion of the schools are held on this condition. In Pertabgurh the "Deputy Inspector adopted the plan, in several villages, of erecting sheds of thatching-

" grass. These were supposed to have several advantages—1*st*, they were cheap; " 2*nd*, they caused inconvenience to no one; 3*rd*, they could be erected in the most " convenient part of the village; and, 4*th*, they could be erected on neutral ground, " and so be uninfluenced by village quarrels. This last is an important consideration. " Whenever a village is owned by three or four Lumberdars, intense ill-will generally " prevails, and, if the school is established in one section, the people of the other " section will not send their children. The answer always is—' Why should we go " ' seeking knowledge at their door? Bring the school here, and then we will send " ' our children.' When the school was established in Hurchundpore, Hanoman, " Lumberdar, got it located in his quarter of the village. Thereupon the other " proprietor engaged a Munshi and set up a rival school in his quarter. In Musta- " fabad the school was first established in the northern section of the village; but the " Master, conceiving the southerners to be more friendly, removed the school to that " side, and so ruined it. But, to return to the huts, they proved a complete failure, for " the first storm so severely damaged them, that they were hardly habitable thereafter, " and in some instances levelled them with the ground. I have therefore instructed " the Deputy Inspectors not to have any more made, but to endeavor to get houses.

" It will be necessary to build a good many schools during the coming year, as " we cannot find buildings large enough for our purpose. The houses we find in " villages can rarely hold more than 35 or 40 boys, whereas we require several " capable of accommodating 60 or 70.

" *How the village schools are regarded by the people.*—The spirit in which the people " look upon our Village Schools and Schoolmasters will be better understood from the " following figures than from any remarks I could make :—

" (*a*).—In Roy Bareilly District there are—

3	Schools	having	fewer than	10 scholars	each.
10	,,	,,	between	10 and 20	,,
20	,,	,,	,,	20 and 30	,,
11	,,	,,	,,	30 and 40	,,
6	,,	,,	,,	40 and 50	,,
6	,,	,,	,,	50 and 60	,,
2	,,	,,	,,	60 and 70	,,

" The smallest school contains 6 boys; the largest, 67. The average is 30 " scholars per school, and the total number of scholars 1,735, with an average daily " attendance of 1,385.

" (*b*).—In Pertabgurh District there are—

2	Schools	having	fewer than	10 scholars	each.
10	,,	,,	between	10 and 20	,,
12	,,	,,	,,	20 and 30	,,
12	,,	,,	,,	30 and 40	,,
3	,,	,,	,,	40 and 50	,,
1	School	,,	,,	50 and 60	,,

" The smallest school in this district contains 8, and the largest 55, scholars. The " average is 26 boys per school. The total number of scholars is 1,050, with an " average daily attendance of 836.

" (*c*).—In Sultanpore District there are—

2	Schools	having	fewer than	10 scholars	each.	
1	School	,,	between	10 and 20	scholars.	
7	Schools	,,	,,	20 and 30	,,	each.
8	,,	,,	,,	30 and 40	,,	,,
2	,,	,,	,,	40 and 50	,,	,,

"The smallest school here contains 6, the largest 46, pupils. The average is "28 pupils per school. The total number of scholars is 564, and the average daily "attendance 462.

"(*d*).—In Fyzabad District there are—

5	schools with fewer than			10 scholars	each.
10	"	having between		10 and 20	"
11	"	"	"	20 and 30	"
4	"	"	"	30 and 40	"

"The smallest school here has only one boy at present; but the largest has 37. "The average is 19 scholars per school. The total is 575, and the average daily "attendance 383.

"Thus, in the Village Schools of this Circle, the oldest of which has not been at "work for more than eight months, there are 3,924 scholars on the registers, and "3,066 in daily attendance. A year ago not 300 of these had read a letter, or had "any intention of reading.

"*Fees, &c.*—Moreover, of the 1,735 boys in the Roy Bareilly Village Schools, "1,196 pay fees, which have amounted to Rs. 176-5-0. Now, seeing that in no "school have these been collected for more than six months, and in several schools for "only one month, I consider the real annual income from fees in this single district "cannot be estimated at less than four times that sum, or Rs. 705.

"The Deputy Inspector of Pertabgurh was of opinion that the levying of fees "in his district would deter many from sending their children, and he was therefore "allowed to let the fees stand in abeyance for six months. Only such sums have been "collected as were necessary for the petty contingencies of the schools, purchasing "mats, &c. But I had other proofs of the eagerness of the people of this district for "schools. Two were established in villages at the special request of the Lumberdars, "and I am at present under promise to three other Lumberdars to send Schoolmasters "to their villages as soon as the men are available. One of these sent his *karindah* "fifteen miles to meet me; the two others took the trouble of coming five or six "miles personally.

"*Village Schoolmasters.*—Nor are the people likely to be disappointed by the men "sent, for, in the great majority of cases, I found them working diligently and "successfully. As I visited every village and examined the boys in their own school-"rooms, it was impossible to get up a school merely for the occasion of my visit, as "is sometimes done where the Inspector collects the scholars of ten or twelve schools "in some central place. The children had made remarkable progress, considering "the short time they had been at work—indeed, I should not have considered "it possible for boys of eight or nine years so quickly to master an intricate alphabet "like the Persian if I had not seen it done in dozens of schools. I usually gave an "Urdu sentence or two to be written to dictation. These sentences were always "made for the occasion, and were somewhat like this:—'To-day the sun is shining, "'and a fine, cool breeze blowing.' They were written with a fair degree of neatness "by boys who five months before did not know a letter; and the spelling was "generally correct. So far as they have gone, the masters of our Village Schools "have taught their boys far more thoroughly than the corresponding classes in Zillah "and Tahsili Schools are taught.

"I had many proofs of the interest the boys take in their studies. For instance, "the village of Sivgaon, in Roy Bareilly, is inhabited by Kúrmis. A year ago only "one man in the village could read, that was, the Putwaree, and only one boy was "learning to read, that was, the Putwaree's son. I found 37 boys in the school. Some "of those in the highest class had begun the second-class subjects of the Village

" Scheme of Studies. They said to me,—' Sir, we find it written in the *Dairaʼi-Ilm*
" ' that the earth turns round every twenty-four hours; but fortunately that is all
" ' nonsense, for, if it did, the water would all tumble out of the wells, and how should
" ' we irrigate the fields then?' The boys who raised that objection were not reading
" merely like parrots.

" It is true I found several schools in Pertabgurh in a very indifferent condition,
" some, indeed, as bad as possibly could be; but that was entirely owing to the
" uselessness of the Deputy Inspector. In place of marching about the district and
" seeing that the masters practised what they had learned at the Normal School, he
" loitered about Belah, and left them to themselves. It is not wonderful that some of
" them fell into the old Moulvi fashion of teaching. But even here there are several
" good schools, and in the other three districts the schools are, taken as a whole, as
" good as could be desired."

Female Schools.

72. The statement of Government Schools given at para. 22 includes six female schools. These have been opened during the year, and must be regarded as experimental.

73. It was thought desirable, when this department was organized three years ago, to postpone any attempt to open Government Schools for native females till education had made some progress. Liberal grants were, however, offered in aid of any effort which might be made either by natives themselves or others on their behalf. Excepting Missionaries, none responded to the offer. Still, the success of the Missionary Schools in Lucknow showed that there was no insuperable difficulty in getting pupils, and it seemed likely that, if Government Schools were opened and all expenses paid, a commencement might be made without further delay. To put this to the test, six schools have been opened during the year, one at Hydergurh, a second at Shahabad, and four more in the City of Lucknow. These are placed under the care of trustworthy persons, and the result is being watched. The year closed with an aggregate of 83 pupils.

Normal Schools.

74. At the beginning of the year under review there were two Normal Schools at Lucknow and Fyzabad—the latter being, however, only a temporary auxiliary of the former, where there was not sufficient accommodation for the full number of students. The expense of superintending two institutions bore heavily on the Cess, and, on estimating the receipts for the coming year, it was found necessary to curtail expenditure on Normal Schools, to provide for increased charges of Village Schools. After the December Examination, therefore, the students at Fyzabad who had failed to obtain certificates were removed to Lucknow, and the former institution closed.

75. The Normal School includes a Senior and Junior Department. The former consists of a small number of students preparing for Vernacular Teacherships in Zillah, Tahsili, or other superior schools. The number is limited by the demand for teachers of this kind, and seldom exceeds ten or twelve. The Junior Department consists of a much larger number of pupils, who are being trained as teachers in Village Schools. The number is regulated by the state of the Cess Fund. Students are lodged and taught free, and, with few exceptions, receive an allowance for food and clothes. At the close of the year there were ten students in the Senior Department, each of whom received Rs. 6 per mensem from Imperial Funds; and 196 in the Junior Department, of whom 194 receive each Rs. 4 per mensem from the Cess.

76. I explained in para. 47 of my last Report that, by order of Government, the cost of training Village Teachers is borne by the Cess, whilst the cost of training Tahsil and other Teachers is met from the Imperial Revenue. The two Normal Schools cost during the year (including stipends to students) Rs. 24,359, of which

Government gave Rs. 3,911, and the remainder was derived from the Cess, &c. Each student cost Rs. 91-9-2, of which Government paid Rs. 14-11-3. Omitting the students' stipends, each cost Rs. 45-10-3, of which Government paid Rs. 12-6-7.

77. Half-yearly examinations are held in July and December, and certificates awarded according to the results. During the year 240 students gained certificates, and were appointed as teachers. The following statement shows the number of certificates of each grade which were awarded :—

Tahsili Certificate, First Class,	...	...	4
Do. Do., Second Do.,	...	...	10
	Total,	...	14
Village Teacher Certificate, First Class,	...	...	99
Do. Do., Second Do.,	...	...	127
	Total,	...	226

78. As each successive set of students pass out of the Normal School, their places are taken by others, who are as a rule brought from the district to which they will eventually return as schoolmasters. Care is taken, whilst guarding against the danger of overrunning the funds, to adjust matters so that no unnecessary delay should occur in establishing schools, as the Cess provides money for their support. Quarterly statements are furnished by the District Revenue Officers, shewing the progress made in collecting the Cess, and, as soon as funds are available, a vernacular notice is issued, and copies distributed as widely as possible by Tahsildars, Police Officers, and schoolmasters, through the district from which candidates are required. The object in view, the qualifications required, and the conditions offered, are clearly stated, and persons who wish to enter the Department are told to register their names at the nearest tahsil, and present themselves for examination on a certain date at places selected for their central position. The Head Master of the Normal School, or some other intelligent officer, visits the several centres for examination on the date fixed, and successful candidates receive orders to proceed to the Normal School. The plan of sending round an Examiner has been found necessary, as on one or two occasions when this was omitted, and candidates were selected by Tahsildars, many on arrival at the Normal School were found incapable of learning, or otherwise disqualified for the work of a teacher, and, after wasting the time of the Masters and drawing stipends for some weeks, had to be discharged as hopeless. In districts where Deputy Inspectors have been appointed, the duty of selecting persons for the Normal School is entrusted to them.

79. Candidates for Village Teacherships, before admission to the Normal School, are required to be able to read and write one of the vernacular languages correctly, and preference is given to those who, in addition, know the simple rules of arithmetic. It is an encouraging sign that not a few now come up for examination who have previously commenced the study of arithmetic in order to ensure their being selected. In the Normal School they study arithmetic, mensuration, including practical surveying, composition, geography (especially of India and Asia), grammar, and the history of India. They receive lessons on the art of teaching, and practice in the Model School. When every district is supplied with teachers, I propose to keep students two years in the Normal School, instead of one; and, as we shall also, as education spreads, get candidates with more information to begin with, the standard of Village Teachers, and therefore of Village Schools, will gradually be raised, till they become all that can be desired.

80. Much credit is due to the Head Master of the Normal School for the unceasing attention, perseverance, and care he has given to this important and useful institution.

V.—PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.

81. The prescribed statement is as follows :—

Description of Institutions.	Number of Institutions.	Average number of Pupils on Rolls during the year.	Average Daily Attendance.	Grants-in-Aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
				Rs.	Rs.	
Higher Class School, ...	4	1,107	845	30,313	16,106	
Middle Do. Do., ...	16	1,114	889	5,397	7,208	
Lower Do. Do., ...	38	1,195	826	2,952	4,022	
Female Do. Do., ...	12	327	243	3,117	7,485	
Total, ...	70	3,743	2,803	41,779	34,821	

82. The increase, compared with 1865-66, is seven schools and 542 pupils, as shown below :—

Institutions.	Number of Institutions.	Average number of Pupils on Rolls during the year.	Remarks.
Private Schools, 1865-66, ...	63	3,201	
Private Schools, 1866-67, ...	70	3,743	
Increase, ...	7	542	

83. At the beginning of the year 47 schools received monthly grants from the Imperial Revenue; 6 have been struck off the list during the year, and 9 added, making a total of 50 institutions which, at the close of the year, were enjoying Government aid. The following list shows the amount sanctioned to each institution for 1866-67, and the total amount actually drawn :—

No.	Names of Institutions.	Amount sanctioned up to 31st March, 1866 (for 11 months).	Amount drawn during 1865-66.	Remarks
		Rs. As. P.	Rs. As. P.	
1	Canning College, Lucknow, ...	22,916 10 8	24,427 5 4	Excess on account of last year.
2	Lucknow Girls' School, ...	1,100 0 0	1,100 0 0	
3	Church Mission School, Lucknow, ...	1,650 0 0	1,650 0 0	
4	Victoria Girls' School, " ...			
5	Kazee-ka Bag " " ...	748 0 0	748 0 0	
6	Raja-ka Bazar " " ...			
7	Yahiagunge " " ...	199 7 0	199 7 0	
8	Golagunge " " ...	203 13 0	186 0 0	
9	Hossenabad A. M. School, ...	1,925 0 0	1,925 0 0	
10	Saadutgunge " " ...	275 0 0	275 0 0	
11	Sudder Bazar " " ...	143 3 7	143 3 7	
12	Hussungunge " " ...	107 6 8	107 6 8	
13	Ramnuggur Zenana School (Lucknow), ...	176 0 0	176 0 0	

No.	Names of Institutions.	Amount sanctioned up to 31st March, 186 (for 11 months).			Amount drawn during 1865-66.			Remarks.
		Rs.	As.	P.	Rs.	As.	P.	
14	Rustumnugur Zenana School (Lucknow),	187	0	0	187	0	0	
15	Nawabstapul " " " ...	187	0	0	187	0	0	
16	Elich Khan ka Maidan " " ...	187	0	0	187	0	0	
17	Ragged Girls' School, " ...	88	0	0	88	0	0	
18	Baraitch Mission School, ...	2,200	0	0	2,200	0	0	
19	Khyrabad " " ...	550	0	0	550	0	0	
20	Muchretta School, ...	462	0	0	462	0	0	
21	Lohurpore " ...	231	0	0	231	0	0	
22	Painteypore " ...	231	0	0	231	0	0	
23	Tumbore " ...	231	0	0	231	0	0	
24	Hurgaon " ...	231	0	0	188	0	0	
25	Maharajnuggur " ...	231	0	0	199	8	0	
26	Qutoobnugur " ...	231	0	0	169	6	0	
27	Neemsar " ...	231	0	0	55	4	0	
28	Ajudhya " ...	385	0	0	385	0	0	
29	Dostpore " ...	220	0	0	220	0	0	
30	Mobaruckpore " ...	110	0	0	108	5	4	
31	Futtehpore " ...	440	0	0	440	0	0	
32	Zeidpore " ...	440	0	0	440	0	0	
33	Bangermow " ...	440	0	0	400	0	0	
34	Mallowan " ...	385	0	0	385	0	0	
35	Sandee " ...	385	0	0	385	0	0	
36	Madhogunge " ...	190	5	2	190	5	2	
37	Gopamow " ...	220	0	0	220	0	0	
38	Ghousegunge " ...	220	0	0	220	0	0	
39	Pahanee " ...	154	0	0	154	0	0	
40	Paley " ...	110	0	0	110	0	0	
41	Secunderabad " ...	220	0	0	210	0	0	
42	Dhowrerah " ...	41	7	6	41	7	6	
43	Pylah " ...	...			12	0	0	These Schools have been closed since 1st May, 1867. Only the grants for April have been paid.
44	Kheeree " ...	...			12	0	0	
45	Oel, " ...	...			12	0	0	
46	Esanuggur " ...	...			12	0	0	
47	Sanghai " ...	...			12	0	0	
48	Paruspore " ...	220	0	0	220	0	0	
49	Talubgunge " ...	132	0	0	132	0	0	
50	Bulrampore " ...	1,430	0	0	763	2	10	
51	Nasirgunge " ...	114	5	8	66	0	0	
52	Nawabgunge Alliabad School, ...	142	11	10	105	0	0	
53	Roy Bareilly A. M. Boys' School, ...	233	5	4	233	5	4	
54	" " Girls' School, ...	58	5	4	58	5	4	
55	Raja Shew Durshun Singh's School, ...	180	0	0	18	0	0	
	Total, ...	41,394	1	9	41,668	8	1	
	Building Grant to Futtehpore School, ...	1,158	0	0	1,158	0	0	
	Grand Total, ...	42,552	1	9	42,826	8	1	
	Total Budget Allotment for 11 months, ...	...			55,000	0	0	
	Expended during 11 months, ...	...			42,826	8	1	
	Balance unallotted, ...	...			12,173	7	11	

A.—Private Schools of the Higher Class.

84. The four institutions noted in the margin are included under this head. Eight students of Canning College, who have passed the Entrance Examination, are now reading for the B.A. degree. Strictly speaking, they should be entered under the head "Colleges;" but, as it is difficult to separate the expenditure of the College Department from that of the School, and as, with this explanation, no misapprehension can arise, it was thought best to let the statement remain.

Canning College,
A. Mission School, Hosainabad.
C. Mission School, Wazeergunge.
Baraitch Mission School.

85. The following extract from the Principal's Report on Canning College describes briefly the progress of this important institution up to the close of the year:—

"Canning College, founded by the Talookdars of Oudh, in memory of the late "Earl Canning, was opened on 1st of May, 1864. During the first two years of "its existence the institution partook of the character of a superior High School; but

"during the last year it has developed into a College, with eight students in the "College Department.

"The progress made during the three years will perhaps be most readily seen "from the *number* of boys receiving instruction at the end of each year. In "December, 1864, the number of boys was 336, with an average attendance of 73 "per cent. At the end of 1865 there were 456 boys, with an attendance of 80 per "cent. At the present time the total number of boys is 542, and the average attend-"ance in January last was 87 per cent.

"The fees paid by the scholars amount to Rs. 270 per month. There are 71 "free boys; the others pay from 8 annas to Rs. 10 each per month. The College "is open to all classes, but by far the greater portion of boys learning English are "Hindoos—*viz.*, 273. The Musalmans number 105, and Christians 19, three being "Europeans and the others East Indians and converts.

"The College, as now organized, comprises *three* distinct Departments—an "Oriental School Department, an English School Department, and the College "Proper. In the Oriental Department no English is taught; but 45 boys read "Persian, 30 Sanscrit, and 70 Arabic. In the English School 389 boys learn "English, 383 Urdu, 3 Hindi, 32 Arabic, and 69 Sanscrit. The Highest Class in the "English Department, consisting of 37 boys, is reading for the University Entrance "Examination of the present year, while the 2nd Class, of 43 boys, is preparing "for the Entrance Examination of next year. Both these classes are very promising. "The remaining ten classes in the English School Department work out a graduated "scheme, designed with the view of ultimately preparing them for the University "Examination Classes. The College Department consists of students who have "matriculated at the Calcutta University, and who are continuing their studies with "the object of passing the First Arts Examination and of taking the B.A. degree. "These eight students belong to different years, and have consequently been divided "into *two* classes, the one preparing for the First Arts Examination of December "next, and the other for that of next year.

"Twelve boys from Canning College have passed the University Entrance "Examinaion—six in 1865, and six in 1866. Eight of these undergraduates remain "with us, two have obtained employment, and the other two have joined Calcutta "Colleges, to take up law and medicine.

"In connection with the higher classes, one of the chief objects of the founders "of the institution is being successfully realized. The design was that the usefulness "of the College should not be confined to Lucknow, but that the institution should "be thrown open to the natives of the Province generally, and afford them the "means of carrying on to a higher point the education they may have previously "received at the Zillah Schools. The schools of Fyzabad, Shahabad, Roy Bareilly, "Oonao, and Gondah have each already two or three representatives in the Canning "College, and the probability is that in a few years' time the above schools will be "important feeders to our higher classes.

"With regard to the conduct and progress of the boys during the past year, "while leaving the reports of the Examiners to testify to the latter, I am happy to "say that on the whole I am satisfied with their behaviour, and with the exertions "made by them to reap the advantages offered to them."

A general Examination of all classes in the institution took place in January last, and a public meeting for the distribution of prizes was held on the 9th of March, in the Báradari, in the Kaiser Bagh. The Chief Commissioner presided, and expressed great satisfaction at the progress and prosperity of the College.

86. The Church and American Mission Schools, Lucknow, are largely attended, having 130 and 275 pupils respectively. The Managers have opened several branch schools during the year in various parts of the city, and these also are numerously attended: altogether the two Missions have upwards of 1,000 persons* under instruction in the City of Lucknow. Mr. Mossmore, of the American Society, and Mr. Weber, of the Church Mission, devote themselves almost exclusively to education, and are indefatigable in their efforts to extend and improve the schools under their charge.

American Mission.		
Males,... ...	465	
Females, ...	140	
		605
Church Mission.		
Males,... ...	352	
Females, ...	117	
		469
Total, ...		1,074

87. The Rajah of Kupperthula's School at Baraitch has fallen off a little during the year, owing principally to the failing health of the Rev. Mr. Menniss, the Superintendent. There are still 151 pupils, and it must be confessed this number is more than the present school-house can fairly accommodate. A new building is well advanced; but the original estimate was exceeded, and the work has now been standing still for some time, for want of funds. I believe the Rajah has recently given an additional sum of Rs. 500, and, on receipt of the Deputy Commissioner's Report, application will be made for a Government grant of an equal amount.

B.—Private Schools of the Middle Class.

88. The following statement shows the number of institutions and the attendance at schools of this class for 1865-66 and 1866-67. The increase, it will be observed, is four schools and 202 pupils, whilst the average attendance for 1866-67 is 212 more than for the preceding year:—

Institutions.		Number of Institutions.	Number of Pupils on Rolls at close of the year.	Average attendance during the year.
Private Schools of the Middle Class,	1865-66, ...	12	987	677
	1866-67, ...	16	1,189	889
Increase, ...		4	202	212

89. Of the 16 schools, five,* with an aggregate of 388 pupils, are supported by the American Methodist Missionary Society. Khyrabad School has improved in every respect since last year: a comfortable house has been built, the number of pupils has increased, and the instruction and discipline of the classes are good. Altogether this is a very orderly, well-conducted school.

	No. of Pupils.
* Khyrabad, ...	112
Saadutgunge, ...	112
Sudder Bazar, ...	61
Hussungunge, ...	47
Roy Bareilly, ...	56

The next three schools are branches to the institution at Hossainabad, noticed above. They are conducted almost entirely by old pupils of that institution, under the direction and superintendence of the Missionaries.

Roy Bareilly Mission School appears on the list for the first time, as the Government grant was only sanctioned in September last. The number of pupils since the close of the year has risen to over 100, and application has been made for aid to erect a building, which is very much required.

90. The Maharajah of Bulrampore has a large Anglo-Vernacular School, with 155 pupils, at his residence. A superior Head Master has been appointed during the year.

Chowdhry Gopal Singh's School at Bangermow is doing fairly. Rajah Shew Durshun Singh obtained sanction in August last to a grant-in-aid for a school at Chandapore, where he resides. The place appears to be unfavorable, and the grant has been withheld for the present.

91. The remaining eight* schools of this class are maintained from subscriptions by the native gentry of the province, and are managed by the District Officers and Committees representing subscribers. Much credit is due to the several local officers for the trouble they take in the matter.

School.	District.	No. of pupils.
Ajoodhya, ...	Fyzabad, ...	61
Dostpore, ...		66
Zeidpore, ...	Durriabad,	72
Futtehpore,...		90
Sandee, ...	Hurdui, ...	80
Mullawan, ...		98
Madhogunge,		51
Muchretta, ...	Seetapore, ...	62

The Inspector reports the very encouraging fact that Rajah Bishun Prakash Singh, of Fyzabad, is building a handsome school-house at Ajoodhya (estimated to cost Rs. 9,000) entirely at his own expense. A very substantial school-house has been built at Futtehpore during the year, at a cost of about Rs. 2,500. Buildings are much needed at Zeidpore, Mullawan, and Muchretta.

I may remark here that much difficulty has been felt in providing funds for buildings for private Schools, from the fact that hitherto large sums have been withdrawn from the Subscription Fund each year, and expended on Government School buildings—the rule being that one-third of the cost of the latter should be raised locally. The effect of this rule in starving private institutions has been represented to Government, and the rule will, it is hoped, be annulled.

The figures in the marginal note show that the schools mentioned above are very well attended.

C.—Private Schools of the Lower Class.

92. The statement at paragraph 18 shows 38 institutions of this class with 1,325 pupils, against 36 institutions and 1,240 pupils last year. The Maharajah of Bulrampore supports 10 small schools, with an aggregate of 136 pupils, at villages on his estate: these receive no Government aid. A very inferior Vernacular School is maintained from the estate of the Rajah of Mahmoodabad. It is to be hoped the young Rajah, who was till recently a pupil in Canning College, will take some interest in the institution now the estate has passed from the Court of Wards into his own hands. Nawab Nawazish Ali Khan, Taluqdar of Baraitch District, has during the year opened two Vernacular Schools at Nawabgunge Alliabad and Nasirgunge, villages on his estate, which have now 29 and 41 pupils respectively. Mention should also be made of the praiseworthy conduct of a man of much lower rank in life than those mentioned above: I refer to Bisshun Nath, a Jemadar employed in the household of His Excellency the Viceroy, who has opened a very useful little school at his native village, Shunkerpore Serai, Zillah Oonao. This school has now 33 pupils, and receives a small grant (Rs. 6 per mensem) from Government.

93. The schools noted in the margin are supported by general subscriptions, and managed by District Officers, Tahsildars, and Committees of Subscribers. Last year there were ten schools in Mohumdee. The Deputy Commissioner reports that he was forced to close five, as the subscriptions fell off. The seven schools of Seetapore District have been fairly successful. The attendance is generally good, and the progress in studies satisfactory. The Deputy Commissioner has taken pains to organize Local Committees of native gentlemen to visit the several schools, and Tahsildars have been encouraged to pay a good deal of attention to them.

Zillah.	No. of Schools.	Aggregate No. of Pupils.
Hurdui, ...	4	209
Mahomdee,...	5	103
Seetapore, ...	7	437
Fyzabad, ...	1	31
Gondah, ...	2	96

The Vernacular Schools of Hurdui are not so satisfactory as those in which English is taught. Ghousegunge is good, but Gopamow, Pali, and Pihani are only moderate, and require attention.

One of the Gondah Schools (Paruspore) is fairly attended; the other (Tarubgunge) is, I fear, a failure, and had better be closed.

In all Aided Schools some of the Government books are read, and in many the course of studies is identical with that of Government Schools of the same class.

Private Female Schools.

94. There are twelve Private Schools for Girls, with a total registered attendance of 325. Of these institutions, one is for European and Eurasian girls, and eleven for natives. The Lucknow Girls' School has 47 pupils, daughters of the poorer members of the Christian inhabitants of Lucknow or other stations. The instruction imparted and the general management of this very useful institution are satisfactory; but the Committee are sadly crippled by want of funds, and can now take no child whose parents are unable to pay the full cost of her education. Efforts are being made to procure funds, and to place the institution on a more extensive basis.

95. The eleven schools for native females are connected with the two Missions mentioned several times in this Report. Ten are in the City Lucknow, and one, which was opened this year, at Roy Bareilly. The total number of pupils is 276. The Lucknow schools have been two years at work, and appear to be successful, excepting the American Mission Ragged School. The pupils are all Mahomedans, and *pardanasheen*, and include not a few adults. The ladies of the Mission, who have charge of the schools, and take very great interest in them, report that their pupils have made creditable progress in reading, writing, and needlework. One or two of the more advanced have obtained employment as teachers in private families. I am not permitted to examine these schools, but no objection is made to visits by European ladies. There seems to be no doubt whatever that a good work is going on, and that the Government grant is well spent. It appears that native females, with whom the Missionary ladies speak on the subject of education, are generally anxious to learn, but are prevented by their husbands and fathers.

96. Mrs. Reuthers, wife of the Church Missionary at Fyzabad, has one or two promising schools, but has not yet applied for Government aid.

97. Before concluding the sections on schools, I append a statement, similar to that at para. 70 of my last Report, showing the number of schools and pupils in each district, and distinguishing between Government, Missionary, and Private Institutions. As regards the number of pupils at school, Lucknow District stands first, and Oonao second; the lowest is Baraitch, and the next Lukhimpore. Government has 316 schools, with 12,339 pupils; Missionary Societies, 19 schools and 1,220 pupils; whilst 51 schools, with 2,706 pupils, are supported by private subscriptions, and are to a great extent the result of the interest taken in education by District Officers.

District.	Number of Schools.				Pupils at			
	Government.	Private.		Total.	Government Schools.	Private Schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1.	2.	3.	4.	5.	6.	7.	8.	9.
Lucknow, ...	32	15	2	49	1,209	882	580	2,671
Durriabad, ...	33	...	2	35	1,287	...	162	1,449
Oonao, ...	65	...	2	67	2,533	...	99	2,632
Fyzabad, ...	35	...	3	38	1,101	...	158	1,259
Gondah, ...	3	...	13	16	303	...	387	690
Baraitch, ...	2	1	2	5	175	151	70	396
Roy Bareilly, ...	65	2	...	67	2,050	75	...	2,125
Sultanpore, ...	24	...	1	25	1,004	...	...	1,004
Pertabgurh, ...	44	...	...	44	1,310	...	...	1,310
Sectapore, ...	4	1	9	13	370	112	649	1,131
Hurdui, ...	6	...	7	13	712	...	438	1,150
Lukhimpore, ...	3	...	10	13	285	...	163	448
Total, ...	316	19	51	386	12,339	1,220	2,706	16,265

Indigenous Schools.

98. Indigenous Schools are not included in the statements accompanying this Report, as no reliable statements regarding them are available. Deputy Inspectors are directed* to find out where such schools exist, and to visit the most important of them if they have time—the object being (1) to collect information, and (2) to endeavor to improve them.

Vide paras. 52 to 56 of Instructions to Deputy Inspectors.

99. Very few Indigenous Schools of any kind exist in villages; but in towns they are more or less numerous. They are either Persian or Hindi. In the former boys learn to read *Karima*, *Amad Nama*, *Gulistan*, *Bostan*, and other Persian works, and to write Persian and Urdu letters. They read no Urdu books, and do not attempt arithmetic, grammar, geography, or any of the subjects usually taught in Government Schools. The number of pupils is generally very small. In Roy Bareilly the Deputy Inspector reports 36 schools, whose aggregate attendance is only 172. The teacher is usually a private servant of the patron of the school, from whom he receives food and two or three rupees per mensem in cash. Hindi Schools are patronized by Bunnias and other shop-keepers, and are often attended by 20 or 30 boys each. The curriculum of studies consists of the Kaithi* written character, the multiplication-table, and a mechanical kind of arithmetic, enabling the pupil to work out rapidly questions of a certain type in proportion and interest. No books of any kind are used; neither teacher nor pupil being able to read any printed character whatever.

* *Vide* para. 33, above.

100. It does not appear that any great improvement in schools of this description can be made at present. The Persian teachers are, as stated above, generally private servants, and, so long as patrons are to be found who consider Persian all that is necessary, the course will remain what it is. The Hindi *guru* is paid to teach what the Bunnia considers necessary, and, if he ceased to do this, pupils would cease to come. Moreover, his inability to read printed books prevents his adopting ours, even if he wished. In some instances Hindi Schools have been converted into Government institutions, and a trained teacher sent to give instruction in Nagri, whilst the *guru* continues to impart his own peculiar lore for a portion of the day. If he learns to read and write Nagri himself, he is promised admission to the Normal School.

La Martiniere College.

101. This institution is not under inspection, receives no aid from Government, and is not included in the statistical statements. The Principal has supplied me with the following particulars:—At the close of the year there were 271 pupils on the rolls, of whom 186 were Christians (Europeans or Eurasians), and 85 natives. All learn English, 230 Urdu, and 35 Persian. The Christian Department is held at General Martin's house at Constantia, near Lucknow; the Native Department in the City. In the former there are 81 foundationers, who are fed, clothed, lodged, and taught free; 72 boarders, who pay from Rs. 15 to Rs. 25 per mensem each; and 33 day scholars, who pay from Re. 1 to Rs. 6 per mensem. In the Native Department there are 18 foundationers and 67 day-scholars, of whom 59 are free. The College is not affiliated with the University, but the standard of the European Department is equal to that prescribed for the First Examination in Arts. The course for the Native Department is considerably lower. No pupils are at present equal to the Entrance Examination. The institution cost during the eleven months Rs. 72,792, of which Rs. 51,600 was derived from funds left by the founder, General Martin. The remaining Rs. 22,420 was received from fees and the interest on savings of past years.

VI.—SCHOLARSHIPS.

102. A scheme for awarding small scholarships to deserving pupils in schools was sanctioned by Government in March, 1866. The objects in view were—(1) to encourage advanced pupils in higher schools to remain till they complete the course and pass the Entrance Examination; and (2) to enable deserving pupils of lower schools to proceed to a superior institution. The scheme therefore included provision

for 30 scholarships, at an average of Rs. 5 per mensem, to be awarded to pupils in higher schools, and 60, at an average of Rs. 4 per mensem, for pupils of lower schools who wished to continue their studies at a more advanced institution. Of the latter, 15 only are to be given each year for four years, till the whole 60 are absorbed, and then vacancies filled up as they occur. The scholarships are awarded to students according to the result of the September Written Examination, or of Examinations held by myself and the Inspectors when we visit the schools in the cold weather. The amount available for the past year was Rs. 2,520. I have noticed above how useful this fund was in enabling me to remove pupils from inferior to superior Zillah Schools. The hope of securing scholarships proved a powerful incentive to industry on the part of both teachers and pupils.

103. The following table shows the number and aggregate value of scholarships drawn at the close of the year by pupils at the various institutions:—

Name of Institution.	No. of Scholarship-holders.	Aggregate monthly value of Scholarships
		Rs.
Fyzabad Zillah School, ...	15	75
Akberpore A. V. T. School, ...	1	4
Sultanpore Zillah "	3	12
Bilgram A. V. T. "	3	12
Shahabad A. V. T. "	5	8
Luckhimpore Zillah "	2	8
Mahomdee A. V. T. "	3	6
Nawabgunge B. B. Zillah School, ...	6	24
Oonao Zillah School, ...	5	20
Seetapore " "	8	37
Mulliabad V. T. "	4	4
Canning College, Lucknow, ...	9	49
Total, ...	54	259

VII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

104. This is one of the heads prescribed by Government on which information should be given in Educational Reports. No system has yet been introduced in this province for throwing open subordinate Government appointments to competition by examination. Should such a measure be considered advisable, and the examination be arranged to embrace, not special professional subjects, but the general branches of education which are taught in ordinary schools, there is no doubt whatever that these institutions would become far more popular than they are. On this point I quote the following remarks from the Report of the Commissioner of Baiswarra Division:—

"Something might be done, I think, to render the schools more popular if all "the situations in the District Courts were bestowed by competitive examinations. "A notice might be published in the district in which the vacancy exists that a "particular situation is vacant, and that it will be bestowed on the successful "competitor, being a resident of the district, at an examination to be held on the "fifteenth day after the issue of the notice.

"The questions might be framed so as to test the candidate's general information. "Anybody, whether he had or had not attended the Government Schools, might "compete."

VIII.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

105. The statement given in the margin shows the progress English education has made during the three years this Department has existed. It is now admitted that, whilst the masses of the population of India can only be educated through the medium of the vernaculars of the country, higher education can at present only be obtained by studying English. Add to this the fact that the study of a foreign language is of itself a powerful means of mental improvement, and the increase in the number of English scholars must be considered

Years.	Number of Pupils learning English at the end of the year.
1864-65,	2,171
1865-66,	2,759
1866-67,	3,577

a matter of congratulation. It is a curious fact that a large number of the people of this Province have so soon learned to value English. In nearly all Anglo-Vernacular Schools in Oudh the boys would, if permitted, give the whole time to their English lessons; and, when examining Vernacular Schools, I have been repeatedly asked by pupils and parents to send an English Teacher, it being generally added that a compliance with this request would double the attendance. No doubt the motive generally is hope of profitable employment. In not a few instances, however, the object is to enable the learner to converse and correspond with European officers. Several Talookdars keep private tutors for their sons, with the same object in view.

106. The following statement shows the number of pupils learning each language at the close of the year, and the total number under instruction. It will be seen that 22 per cent. learn English. The causes which make Urdu more popular than Hindi have been noticed above (*vide* para. 33). As Village Schools increase, the proportion of Hindi will no doubt become larger.

Number of Pupils at the close of the year who learn						Total number of Pupils.
English.	Urdu.	Hindi.	Persian.	Sanscrit.	Arabic.	
3,577	10,137	7,702	1,920	199	120	16,265

IX.—BOOK DEPOT.

107. The arrangements for supplying educational books continue to work smoothly. English books, maps, &c., are procured from England, Calcutta, or elsewhere. Vernacular books, except a few of which the copyright is reserved, are printed in Lucknow. There is a Depôt connected with my office, from which the stores kept for sale by Head Masters of Zillah Schools are supplied. The first cost of stock and all incidental expenses are charged to a fund of Rs. 10,000 provided in the Educational Budget, and the produce of sales is paid from time to time into the Government Treasury. Deputy Inspectors obtain supplies of vernacular books direct from the printer, and pay for them from the Cess. They supply Village Teachers, and deduct the cost, *minus* two annas per rupee discount, from the teacher's next month's salary. During the year 39,162 books, maps, &c., were sold for Rs. 5,885, being an increase of about 7,000 books, &c., and Rs. 1,000 value, over the preceding year. Including books, &c., distributed as prizes, or supplied gratis for school use, the total number issued amounts to 44,564, worth Rs. 7,701. The usual statement is given below :—

Articles.	Purchased during the year.		Supplied to Schools gratis during the year.				Sales effected during the Year.	
			For School use.		*For Prizes.*			
	Number of Books, &c.	Value.	No. of Books, &c.	Value.	No. of Books, &c.	Value.	Number of Books, &c.	Value.
		Rs. As. P.		Rs. As. P.		Rs. As. P.		Rs. As. P.
Maps—English, ...	...	...	16	71 0 0				
" Vernacular, ...	863	613 12 0	96	189 8 0	...	...	143	167 8 0
Books—English, ...	3,530	1,562 8 9	122	107 1 6	967	364 1 6	7,631	2,259 6 6
" Vernacular, ...	53,835	6,225 10 8	665	183 0 10	3,466	640 2 0	28,852	3,090 13 6
States, ...	4,184	480 8 0	36	6 12 0	...	...	2,532	334 14 0
Globes, &c., ...	42	342 0 0	34	255 0 0	...	...	4	32 8 0
* Total, ...	62,454	9,224 7 5	969	812 6 4	4,433	1,004 3 6	39,162	5,885 2 0
* Imperial, ...	37,475	6,669 7 8	882	742 7 10	2,630	791 10 0	26,252	4,702 8 0
Cess, ...	24,979	2,554 15 9	87	69 14 6	1,803	212 9 6	12,910	1,182 10 0

108. On revising the several schemes of study, some of the existing vernacular books were considered defective, and it was thought desirable to revise and correct some, and prepare substitutes for others. The following new books have been prepared and printed during the year :—

(1).—*Mûfid-ul-Mubtadi:* a new Urdu primer, by Babu Ram Chandra Sen, Head Master of the Normal School, Lucknow.

(2).—*Baran Prakasika:* a new Hindi primer, by the same.

(3).—*Bidya Chakra:* a second Hindi reader, translated from the Urdu *Daira-i-Ilm* by Pandit Prithee Dutt.

(4).—*Bharat Varshi Brittant:* a Nagri translation of the *Urdu History of India* (*Waqeat-i-Hind*), made by Pandit Magan Lal, of Canning College.

(5).—*Patra Dipika:* a Nagri letter-writer, by Pandit Kali Churun.

(6).—*Muntakhabat-i-Urdu*, Parts I. and II. : Urdu readers.

(7).—*Kánûn-ûl-mûdárrisén:* a manual on teaching and school management, by Pundit Sheo Narayan, Deputy Inspector of Schools, Lucknow.

(8).—*Gulzar Dabistan:* an easy Persian reader.

(9).—*Nigar Danish:* selections from the Persian *Anwar-i-Saheili.*

In addition to the above, the *Third Urdu Reader* (*Haqaik-ul Maujudat*) and *First Geography* (*Anwal Jughrafiya*) have been revised by Pandit Sheo Narain, and improved editions published.

109. Considerable inconvenience is felt from a want of good Urdu and Hindi maps. Those used in other Provinces have been lithographed in India, and are confessedly very poor. The Calcutta School-book Society has published Bengali maps, but these are useless in Oudh. There are now thousands of Town and Village Schools in various parts of India in which good plain maps in the Persian and Hindi characters would be most useful. It would be a boon to education if the Government of India should be pleased to arrange with some experienced European map-engraver to supply these requisites. To meet immediate wants, I have had a few good copies of maps made for Tahsili Schools. As an experiment, also, a native printer was engaged to lithograph an Urdu-Hindi map of the Eastern Hemisphere. The result is fair, but is of course immeasurably inferior to the ordinary English maps used in elementary schools at home: these are engraved by European workmen of great skill and experience, surrounded by all the appliances that modern ingenuity has devised, and there is no doubt but that equally good maps in Oriental characters could be made by the same agency, if the Indian Government undertook to buy a fair number of copies.

110. The usual statistical tables are appended.

I have the honor to be,

SIR,

Your most obedient Servant,

W. HANDFORD,

Director of Public Instructions, Oudh.

APPENDIX A.

TABLE No. 2.—*Government Schools of the Higher Class (Zillah Schools) in the Province of Oudh, for the year* 1866-67.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average Daily Attendance.	Number of Pupils Studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.
															Rs. As. P.	Rs. As. P.	
Fyzabad School, ...	Fyzabad, ...	1st Octr, 1860,	241	58	1	300	260	215	300	162	107	...	...	2 Rs. to one anna.	5,067 15 9	...	...
Gondah ditto, ...	Gonda, ...	August, 1859,...	103	29	...	132	108	83	112	122	46	...	...	1 Re. to one anna.	3,088 6 8	...	...
Roy Bareilly ditto, ...	Roy Bareilly,...	December, 1861,	74	27	7	108	85	88	108	69	56	...	...	1 Re. to one anna.	2,874 5 0	...	...
Sultanpore ditto, ...	Sultanpore, ...	1861, ...	152	48	...	200	122	107	136	100	50	...	...	1 Re to one anna.	2,849 0 0	...	...
Pertabgurh ditto, ...	Pertabgurh, ...	12th March, 1860,	73	17	...	90	79	55	72	63	...	...	...	1 Re. to one anna.	2,806 1 0	...	...
Hurdui ditto, ...	Hurdui, ...	15th July, 1862,	89	19	...	108	80	62	108	70	...	...	...	1 Re. to one anna.	2,857 2 10	...	...
Seetapore ditto, ...	Seetapore, ...	18th Octr., 1859,	100	50	...	150	115	95	125	60	...	25	...	1 Re. to one anna.	3,277 8 0	...	...
Lukhimpore ditto, ...	Luckhimpore,	1st May, 1861,	86	12	...	98	80	72	98	54	33	...	...	1 Re. to one anna.	2,832 11 9	...	...
Nawabgunge B.B. ditto,...	Nawabgunge B.B. ...	1st March, 1861,	93	24	...	117	109	72	117	88	32	...	...	1 Re. to one anna.	2,984 9 2	...	...
Oonao ditto, ...	Oonao, ...	1st March, 1861,	100	24	...	124	90	86	95	66	82	...	...	1 Re. to one anna.	3,275 1 7	...	...
Total, ...	...	...	1,111	308	8	1,427	1,128	935	1,271	854	406	25	...	2 Rs. to one anna.	31,912 13 4	...	...

APPENDIX A.

TABLE No. 2.—*Government Schools of the Higher Class (Zillah Schools) in the Province of Oudh, for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.	Rs. As. P.	Rs.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As P.			Rs. As. P.	Rs. As. P
Fyzabad School, ...	Fyzabad, ...	1st Octr., 1860,	838 4 3	490 14 6	...	...	6,397 2 6	6,027 7 0	369 11 6	6,397 2 6	...	...	24 9 8	19 7 10
Gondah ditto, ...	Gonda, ...	August, 1859, ..	572 1 6	104 0 3	...	...	3,764 8 0	3,640 12 0	123 12 0	3,764 8 0	...	...	34 13 8	28 9 6
Roy Bareilly ditto, ...	Roy Bareilly, ...	December, 1861,	174 0 6	225 1 0	...	...	3,273 6 6	3,213 1 6	60 5 0	3,273 6 6	...	...	38 8 2	23 13 1
Sultanpore ditto, ...	Sultanpore, .	1861, ...	178 5 3	140 7 0	...	...	3,167 12 3	3,082 12 3	85 0 0	3,167 12 3	...	...	25 15 5	23 5 8
Pertabgurh ditto, ...	Pertabgurh, ...	12th March, 1860,	282 0 9	95 4 0	...	...	3,183 5 9	3,114 5 9	69 0 0	3,183 5 9	...	...	40 4 9	35 8 4
Hurdui ditto, ...	Hurdui, ...	15th July, 1862,	183 0 0	94 0 0	...	0 13 0	3,134 15 10	3,027 12 1	107 3 9	3,134 15 10	...	...	39 3 0	35 11 5
Seetapore ditto, ...	Seetapore, ...	18th Octr., 1859,	735 12 10	179 5 0	...	...	4,192 9 10	3,911 1 10	281 8 0	4,192 9 10	...	...	36 7 4	28 8 0
Lukhimpore ditto, ...	Lukhimpore, ...	1st May, 1861,...	77 0 0	106 14 0	...	...	3,016 9 9	2,927 11 9	88 14 0	3,016 9 9	...	...	37 11 4	35 6 6
Nawabgunge B.B. ditto,	Nawabgunge, B.B. ...	1st March, 1861,	150 0 0	137 12 0	...	...	3,272 5 2	3,185 2 2	87 3 0	3,272 5 2	...	...	30 0 4	27 6 1
Oonao ditto, ...	Oonao, ...	1st March, 1861,	99 0 0	158 3 0	...	...	3,532 4 7	3,272 7 1	259 13 6	3,532 4 7	...	...	39 3 11	36 6 3
Total, ...	...	...	3,289 9 1	1,731 12 9	...	0 13 0	36,935 0 2	35,402 9 5	1,532 6 9	36,935 0 2	...	...	32 11 11	28 4 8

Office of Director of Public Instruction, Oudh.
Lucknow, the 22nd May, 1867

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE No. 2A.—*Government Schools of the Middle Class (Anglo-Vernacular Tahsili Schools) in the Province of Oudh, for the year* 1866-67.

Name of Institution.	Locality: Zillah.	Locality: Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year: Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Pupils Studying in each Language at the close of the Year: English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.	Monthly rate of Schooling Fees.	Receipts: From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2	2a.	3.	4.	5.	6.	7.	8.	9	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
																Rs As P.	Rs. As. P.	Rs As P	Rs. As. P
Anglo-Vernacular Tahsili School	Fyzabad,	Akbarpore,	1st June, 1864,	79	15	...	94	78	53	94	68	18	...	...	½ A. to 1 Re	1,171 8 0	...	...	22 0 0
	Do.,	Tanda, ...	7th March, 1860,	86	14	...	100	77	62	100	91	36	...	...	½ A. to 8 As	512 1 6	...	...	440 0 0
	Gonda,	Atrowlia, ...	1st May, 1864,...	35	39	...	74	62	53	74	...	28	...	...	¼ A. to 4 As	1,210 0 0	...	...	38 8 0
	Do.,	Nawabgunge, ...	13th Octr., 1865,	78	19	...	97	58	27	50	65	...	...	...	¼ A to 4 As.	451 6 5	...	...	713 0 0
	Nawabgunge B B,	Durriabad, ...	26th April, 1861,	74	27	...	101	69	52	101	93	28	...	...	½ A. to 8 As.	1,185 8 9	...	...	51 0 0
	Do., ..	Radoulee, ...	1861, ...	44	30	...	74	76	29	74	74	14	...	...	" "	460 12 10	...	...	439 2 8
	Goolao, ...	Loorwah, ...	May, 1862, ...	188	12	...	200	136	82	143	166	...	...	...	" "	1,452 8 0	...	..	200 0 0
	Roy Bareilly, ...	Hydergurh, ...	1st Augt, 1864,	76	5	...	81	68	58	22	58	...	...	...	" "	1,125 12 0	...	...	55 0 0
	Sultanpore, ...	Jois, ...	13th Jany, 1860,	38	66	...	104	98	67	104	...	...	...	...	" "	1,338 0 0	...	...	99 0 0
	Do., ...	Inhonah, ...	Not known, ...	68	11	...	79	60	53	76	77	11	1	...	½ A. to 1 Re.	408 3 0	...	...	660 0 0
	Seetapore, ...	Biswah, ...	15th Feby, 1862,	90	10	...	100	89	54	100	95	16	...	...	½ A. to 8 As.	1,238 14 7	...	...	158 9 7
	Hurdui, ...	Shahabad, ...	1st Octr, 1860,	214	62	1	277	180	144	277	261	52	...	...	1 Re. to 1 A.	1,334 0 0	...	...	1,035 5 4
	Do., ...	Bilgram, ...	15th Octr., 1860,	91	43	...	134	97	65	84	50	17	...	...	½ A. to 8 As.	528 0 0	...	...	1,797 6 2
	Do., ...	Sandilah, ...	February, 1862,	71	55	...	126	81	64	120	110	...	...	...	" "	462 0 0	...	...	923 10 8
	Luckimpore, ...	Golah, ...	1st Jany, 1862,	64	8	...	72	68	39	72	72	...	...	...	" "	453 7 6	...	...	359 14 11
	Do, ...	Mohumdee, ...	1st Jany., 1861,	81	34	...	115	109	62	90	83	8	...	...	" "	1,205 12 11	...	...	26 0 0
	Baraitch, ...	Colonelgunge,...	June, 1864, ...	75	19	...	94	60	52	61	90	...	...	...	½ A. to 1 Re.	1,102 8 0	...	...	...
	Do., ...	Nanparah, ...	15th April, 1864,	40	41	...	81	59	45	56	45	97	...	3	½ A. to 8 As	440 0 0	...	...	550 0 0
	Pertabgurh, ...	Salone, ...	1st Octr., 1864,	29	40	...	69	50	41	69	69	16	...	...	" "	1,087 9 9	...	...	...
	Total, ...	19 Schools, ...	...	1,521	550	1	2,072	1,593	1102	1767	1587	341	1	3	¼ A to 1 Re.	17,168 1 3	...	...	7,568 9 4

APPENDIX A.

TABLE No. 2A.—*Government Schools of the Middle Class (Anglo-Vernacular Tahsili Schools) in the Province of Oudh, for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.		When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
	Zillah.	Tahsili.		Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1.	2.	2a.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs.	Rs. As. P.	Rs. As. P.
Anglo-Vernacular Tahsili Schools.	Fyzabad, ...	Akberpore, ...	1st June, 1864,	102 10 0	...	...	1,296 2 0	1,296 2 0	...	1,296 2 0	...	...	16 9 10	15 0 4
	Do, ...	Tandah, ...	7th March, 1860,	74 10 6	...	...	1,026 12 0	998 11 0	28 1 0	1,026 12 0	...	...	13 5 4	6 10 5
	Gondah, ...	Atroulah, ...	1st May, 1864,	40 3 8	...	...	1,288 11 8	1,270 0 8	18 11 0	1,288 11 8	...	...	20 12 7	8 8 3
	Do, ...	Nawabgunge,...	13th Octr., 1865.	49 7 6	...	9 8 0	1,223 5 11	1,220 5 11	3 0 0	1,223 5 11	...	...	21 1 6	7 12 6
	Nawabgunge B.B.,	Durriabad, ..	26th April, 1[illegible],	45 7 0	...	...	1,281 15 9	1,281 15 9	...	1,281 15 9	...	...	18 9 3	17 2 11
	Do., ...	Radoulee, ...	1861, ...	30 5 0	...	...	930 4 6	908 4 6	22 0 0	930 4 6	...	...	12 3 10	6 1 0
	Oonao, ...	Poorwa, ...	May, 1862, ...	93 5 6	...	...	1,745 13 6	1,656 5 6	89 8 0	1,745 13 6	...	...	12 13 5	10 10 11
	Roy Bareilly, ...	Hydergarh, ...	1st Augt., 1864,	70 7 0	...	0 0 6	1,251 3 6	1,242 0 6	9 3 0	1,251 3 6	...	...	18 6 5	16 8 11
	Sultanpore, ...	Jais, ...	13th Jany., 1860	44 15 6	...	...	1,481 15 6	1,481 15 6	...	1,481 15 6	...	...	15 1 11	13 10 5
	Do., ...	Inhona, ...	Not known, ...	55 6 [illegible]	...	...	1,123 9 0	1,081 1 6	42 7 6	1,123 9 0	...	...	18 11 7	6 12 10
	Seetapore, ...	Biswan, ..	12th February, 1862,	63 11 6	...	3 12 0	1,467 15 8	1,391 5 8	76 10 0	1,467 15 8	...	...	16 7 11	13 14 9
	Hurdui, ...	Shahabad, ...	1st Octr., 1861,	112 13 0	...	...	2,483 2 4	2,483 2 4	...	2,483 2 4	...	...	13 12 8	7 6 7
	Do., ...	Bilgram, ...	15th Octr., 1860,	83 2 6	...	...	2,408 8 8	2,353 15 8	54 9 0	2,408 8 8	...	...	24 13 3	5 7 1
	Do., ...	Sandilah, ...	February, 1862,	92 1 0	...	2 1 3	1,479 12 11	1,479 12 11	...	1,479 12 11	...	...	18 4 3	5 11 3
	Luckimpore, ...	Golah, ...	1st Jany., 1862,	23 7 6	...	...	836 13 11	836 13 11	...	836 13 11	...	...	12 4 11	6 10 8
	Do., ...	Mohundee, ...	1st Jany., 1861,	46 3 0	...	...	1,277 15 11	1,201 11 11	76 4 0	1,277 15 11	...	...	11 11 7	11 1 0
	Baraitch, ...	Colonelgunge,	June, 1861, ...	38 5 6	...	...	1,140 13 6	1,140 13 6	...	1,140 13 6	...	...	19 0 3	18 6 0
	Do,	Nanpurah, ..	15th April, 1864,	61 1 0	...	...	1,051 1 0	1,042 6 6	8 10 6	1,051 1 0	..	...	17 13 0	7 7 4
	Pertabgurh, ...	Sadone, ...	1st Octr., 1864,	54 0 9	...	...	1,141 10 6	1,141 10 6	...	1,141 10 6	...	...	22 13 4	21 12 0
	Total, ...	19 Schools, ...	...	1,185 11 5	...	15 5 9	25,937 11 9	25,508 11 9	429 0 0	25,937 11 9	...	...	16 4 6	10 12 5

Office of Director of Public Instruction, Oudh:
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 3.—*Government Schools of the Lower Class (Vernacular Tahsili Schools) in the Province of Oudh, for the year 1866-67.*

Name of Institution.	Locality.		When Established.	Number of Pupils on the Rolls at the end of the Year.				Average Daily Attendance.	Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
	Zillah.	Tahsili		Hindoos.	Mahomedans.	Others.	Total.		English.	Urdoo.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Vernacular Tahsili Schools	Fyzabad, ...	Nagpore, Jelalpore, ...	1st July, 1864, ...	45	41	...	86	80	...	66	30	21	...	...	1 A. to 4 As.	528 10 0	...	...	...
	Nawabgunge B. B., ...	Ramnugger, ...	1st April, 1861, ...	52	9	...	61	45	...	61	20	...	...	...	½ A. to 2 As	407 0 0	...	...	...
	Oonao, ...	Chumroolee, ...	1st March, 1861,	86	...	...	86	53	...	57	31	1	2	...	½ A. to 8 As.	507 4 7	...	...	...
	Do., ...	Suffeepore, ...	1861, ...	47	33	...	80	60	1	80	8	28	...	...	½ A. to 2 As.	508 1 4	...	...	...
	Roy Bareilly, ...	Dalmow, ...	1st August, 1864,	40	12	...	52	45	...	27	25	...	...	...	½ A. to 4 As.	466 0 0	...	...	...
	Do., ...	Behar, ...	1st August, 1864,	60	2	...	62	39	...	33	29	...	...	...	½ A. to 8 As.	452 0 0	...	...	...
	Sultanpore, ...	Jugdeespore, ...	8th Jany., 1865,...	39	18	...	57	45	...	55	34	10	...	...	½ A. to 2 As.	475 0 0	...	...	...
	Pertabgurh, ...	Puttee, ...	15th Novr., 1864,	52	4	...	56	47	...	40	40	12	...	...	½ A. to 8 As.	474 0 0	...	...	...
	Do., ...	Behar, ...	1st Jany., 1865, ...	24	21	...	45	44	...	37	31	6	...	...	" "	450 9 6	...	...	...
	Seetapore, ...	Misrick, ...	1st Feby., 1862, ...	65	...	...	65	38	...	15	57	5	12	...	½ A. to 2 As.	440 11 3	...	...	...
	Do., ...	Baree, ...	22nd March, 1862,	14	41	...	55	51	...	50	34	13	...	...	½ A. to 8 As.	450 7 5	...	...	...
	Lucknow, ...	Mallihabad, ...	1st July, 1864, ...	59	86	...	145	92	...	145	10	65	...	...	" "	521 5 1	...	...	85 14 0
	Do., ...	Koorsee, ...	1861, ...	9	55	...	64	46	3	64	1	62	...	...	½ A. to 2 As.	470 1 10	...	...	...
	Do., ...	Amethee, ...	1st Octr., 1864, ...	42	44	...	86	72	...	63	25	...	...	...	" "	453 9 0	...	...	55 0 0
	Do, ...	Lucknow Model School, ...	15th July, 1865,...	38	51	...	89	55	...	89	...	64	...	5	½ A. to 1 A.	314 9 9	...	262 8 3	...
	Total, ...	15 Schools, ...	...	672	417	...	1,089	812	4	832	375	287	14	5	From ½ A. to 8 As.	6,919 5 9	...	262 8 3	140 14 0

APPENDIX A.

TABLE 3.—*Government Schools of the Lower Class (Vernacular Tahsili Schools) in the Province of Oudh, for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.		When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts	Annual Cost of Educating each Pupil.	
	Zillah.	Tahsili.		Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1.	2	2a.	3	15.	16.	17.	18.	19	20.	21.	22.	23.	24	25.
				Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Vernacular Tahsili Schools.	Fyzabad, ...	Nogpore, Jelalpore. ...	1st July, 1864, ...	84 2 6	...	...	612 12 6	579 2 6	33 10 0	612 12 6	...	...	7 13 1	6 9 10
	Nawabgunj B. B, ...	Ramnugger, ...	1st April, 1861,...	18 5 0	...	...	425 5 0	425 5 0	...	425 5 0	...	...	9 7 3	9 0 8
	Oonao, ...	Chumroolee, ...	1st March, 1861,	23 1 6	...	...	530 6 1	530 6 1	...	530 6 1	...	...	10 0 1	9 9 2
	Do, ...	Suffeepore, ...	1861,	23 7 0	...	...	531 8 4	531 8 4	...	531 8 4	...	...	8 13 9	8 7 6
	Roy Bareilly, ...	Dalmow, ...	1st August, 1864,	46 0 6	...	...	512 0 6	486 13 0	25 3 6	512 0 6	...	...	11 6 3	10 5 8
	Do, ...	Behar, ..	1st August, 1864,	41 7 9	...	...	493 7 9	493 7 9	...	493 7 9	...	...	12 10 5	11 9 4
	Sultanpore, ...	Jugdeespore,...	8th Jany, 1865,	28 14 0	...	4 8 0	508 6 0	501 10 6	6 11 6	508 6 0	...	...	11 4 9	10 8 11
	Pertabgurh, ...	Puttee, ...	15th Novr., 1864,	25 9 11	...	...	499 9 11	487 9 11	12 0 0	499 9 11	...	...	10 10 1	10 1 4
	Do, ...	Behar, ..	1st Jany, 1865,	32 5 0	...	...	482 14 6	482 14 6	...	482 14 6	...	..	10 15 7	10 3 10
	Seetapore, ...	Misrick, ...	1st Feby, 1862,	14 10 0	...	...	455 5 3	455 5 3	...	455 5 3	...	...	11 15 6	11 9 7
	Do., ...	Baree, ...	2nd March, 1862,	26 4 6	...	...	476 11 11	476 11 11	...	476 11 11	...	...	9 5 7	8 13 4
	Lucknow, ...	Mallihabad, ...	1st July, 1864, ...	23 4 6	...	9 0 0	639 7 7	639 7 7	...	639 7 7	...	...	6 15 2	5 10 8
	Do., ...	Koorsee, ...	1861,	12 14 8	...	...	483 0 1	411 2 4	71 13 9	483 0 1	...	...	10 8 0	10 3 6
	Do, ...	Amethee, ...	1st Octr., 1864,...	27 1 6	...	4 6 4	540 0 10	527 7 10	12 9 0	540 0 10	...	...	7 8 0	6 4 9
	Do., ...	Lucknow Model School,* ...	15th July, 1865,	23 5 6	...	165 7 8	765 15 2	713 13 8	52 1 6	765 15 2	...	...	13 14 10	5 11 6
	Total, ...	15 Schools, ...	..	450 13 5	...	183 6 0	7,956 15 5	7,742 14 2	214 1 3	7,956 15 5	...	...	9 12 9	8 8 4

Office of Director of Public Instruction, Oudh
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2a.	3.	4.	5.	6.	7.
					WESTERN CIRCLE, DEPART		
							LUCKNOW
1	Village Schools.	Bijnour, ...	17th Jany., 1867,	7	31	...	38
2		Kakoree, ...	12th Feby., 1867,	8	13	...	21
3		Juggor, ...	28th Feby., 1867,	1	22	...	23
4		Chawunee, ...	1st Feby., 1867, ...	12	1	...	13
5		Burawun, ...	25th Feby., 1867,	12	...	...	12
6		Chinuhut, ...	Do., ...	19	2	...	21
7		Ain, ...	28th Feby., 1867,	5	6	...	11
8		Kankrabad, ...	Do., ...	21	...	...	21
9		Oojriyawan, ...	29th Jany., 1867,	4	36	...	40
10		Ruheen Nuggur, ...	Do., ...	11	1	...	12
11		Amosee, ...	18th Feby., 1867,	11	...	...	11
12		Mohun Lal Gunj, ...	17th Jany., 1867,	52	...	...	52
13		Susendee, ...	Do., ...	20	5	...	25
14		Nigoha, ...	22nd Jany., 1867,	24	...	...	24
15		Nigram,... ...	25th Jany., 1867,	9	16	...	25
16		Gooshaeen Gunj, ...	21st Jany , 1867,	43	1	...	44
17		Nikas, ...	Do., ...	11	12	...	23
18		Sumasee, ...	17th Jany., 1867,	12	...	...	12
19		Sulempore, ...	25th Feby., 1867,	3	9	...	12
20		Juroulee, ...	19th Feby , 1867,	9	3	...	12
21		Dewa, ...	1st Feby., 1867, ...	10	18	...	28
22		Tikait Gunj, ...	1st Decr., 1866, ...	39	6	...	45
23		Muhraj Nuggur, ...	28th Feby., 1867,	25	9	...	34
		Total, ...	...	368	194	...	559
							OONAO
1		Moradabad, ...	15th July, 1865, ...	86	4	...	90
2		Mourawan, ...	Do., ...	76	10	...	86
3		Bethur, ...	Do., ..	80	5	...	85
4		Surwun, ...	Do., ...	65	2	...	67
5		Budruqua, ...	July, 1866, ...	65	...	...	65
6		Buronda, ...	15th July, 1865, ...	51	...	...	51
7		Budree Kulan, ...	Do., ...	48	...	...	48
8		Ajghain, ...	September, 1866,	40	6	...	46
9		Pudree Khoord, ...	February, 1867, ...	48	...	...	48
10		Juttypore, ...	15th July, 1865, ...	40	...	...	40
11		Hurha, ...	Do., ...	42	...	...	42
12		Achulgunj, ...	Do., ..	31	...	...	31
13		Koorsut, ...	Do., ...	1	39	...	40
14		Sikunderpore, ...	May, 1866, ...	33	...	...	33
15		Noubut Gunj, ...	15th July, 1865, ..	38	1	...	39
16		Thana, ...	Do., ...	33	1	...	34
17		Taigaon,... ...	Do., ...	33	...	...	33
18		Bunthur,... ...	Do., ...	39	1	...	40
19		Oorhur, ...	Do , ...	31	...	...	31
20		Chumiyanee, ...	Do., ...	46	2	...	48
21		Kurwun, ...	Do., ...	35	4	...	39
22		Toura, ...	Do., ...	30	2	...	32
23		Koree Sadiqupore, ...	Do., ...	25	7	...	32
24		Surai Joga, ...	Do., ...	34	...	...	34
25		Futteypore Chourasee,	Do., ...	35	2	...	37
26		Jhulotur, ...	Do., ...	25	...	...	25
27		Asa Khera, ...	August, 1866, ...	32	4	...	36
28		Dewara Kulan, ...	15th July, 1865, ...	36	3	1	40
29		Roopnoo, ..	Do , ..	25	2	...	27
30		Koolha, ...	May, 1866, ...	26	4	...	30
31		Miree Kulan, ...	15th July, 1865, ...	28	...	...	28
32		Nawabgunge, ...	Do., ...	20	...	...	20
33		Hyderabad, ..	Do., ...	21	7	...	28
34		Pansa Khera, ...	Do., ...	29	...	...	29

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.

Average Daily Attendance during the past year.	Number of Pupils Studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.
	English.	Urdu.	Hindi.	Persian.	Sanscrit.	Arabic.	
8.	9.	9a.	9b.	9c.	9d.	9e.	10.
MENT PUBLIC INSTRUCTION, DISTRICT.							
26·3	...	38	2	...	...	...	¼ to 2 annas.
15	...	21	...	3	...	...	,,
19·5	...	23	...	...	...	...	,,
7·2	...	6	7	...	...	...	,,
10·7	...	2	10	...	...	...	,,
13·0	...	3	18	...	...	...	,,
9·0	...	11	...	...	...	...	,,
13·5	...	...	21	...	...	...	,,
32	...	40	...	...	...	...	,,
8·7	...	10	2	...	...	...	,,
6·8	...	10	1	2	...	...	,,
39	...	21	31	...	...	...	,,
21·4	...	25	...	...	...	...	,,
23	...	...	24	...	...	...	,,
17	...	25	...	...	...	...	,,
41	...	...	44	...	...	...	,,
15	...	13	10	...	...	...	,,
9	...	12	...	...	...	...	,,
9	...	10	2	...	...	...	,,
9	...	12	...	...	...	...	,,
18·8	...	25	5	25	...	...	,,
29·7	...	6	39	...	...	...	,,
19·4	...	23	11	...	...	...	,,
413	...	336	227	30	...	...	¼ to 2 annas.
DISTRICT.							
91	...	19	71	...	...	...	¼ to 2 annas.
72	...	16	76	...	...	...	,,
70	...	7	78	...	...	...	,,
57	...	67	...	...	...	...	,,
52	...	12	52	10	...	...	,,
44	...	...	51	...	...	...	,,
41	...	...	48	...	...	...	,,
38	...	26	20	6	...	...	,,
38	...	46	2	...	...	...	,,
37	...	40	...	10	...	...	,,
35	...	34	8	...	...	...	,,
34	...	28	3	1	...	...	,,
32	...	38	2	5	...	...	,,
31	...	1	32	...	...	...	,,
31	...	12	27	...	...	...	,,
30	...	34	...	6	...	...	,,
29	...	1	32	...	...	...	,,
27	...	4	36	...	...	...	,,
27	...	23	8	...	...	...	,,
27	...	...	48	...	...	...	,,
27	...	37	2	...	...	...	,,
26	...	27	5	...	...	...	,,
26	...	31	1	1	...	...	,,
25	...	...	34	...	...	...	,,
25	...	22	17	...	...	...	,,
24	...	2	23	...	...	...	,,
24	...	23	13	...	...	...	,,
23	...	31	9	1	...	...	,,
22	...	27	...	...	...	...	,,
22	...	28	...	2	...	...	,,
22	...	20	8	...	...	...	,,
22	...	17	3	...	...	...	,,
22	...	16	12	4	...	...	,,
21	...	29	...	3	...	...	,,

APPEN

INSTI TUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Receipts: From Government.	Proceeds of Endowment	Subscriptions, Donations, &c.	Local rate of Assessment.	Fees, Fines, &c.
1.	2.	2a.	3.	11.	12.	13.	14.	15.
						WESTERN CIRCLE, DEPART		
								LUCKNOW
							Rs. As. P.	Rs. As. P.
1	Village Schools.	Bijnour, ...	17th Jany., 1867,	...	...	...	18 0 0	2 7 0
2		Kakoree, ...	12th Feby., 1867,	...	...	...	12 10 0	2 12 0
3		Juggor, ...	28th Feby., 1867,	...	...	...	19 8 0	0 11 0
4		Chawunee, ...	1st Feby., 1867,	...	...	...	20 2 0	1 4 0
5		Burawun, ...	25th Feby., 1867,	...	...	...	16 0 0	0 13 0
6		Chinuhut, ...	Do., ...	...	...	...	15 0 0	...
7		Ain, ...	28th Feby., 1867,	...	...	...	18 0 0	...
8		Kankrabad, ...	Do., ...	...	...	...	14 0 0	0 10 0
9		Oojriyawan, ...	29th Jany., 1867,	...	...	...	18 0 0	3 1 6
10		Ruheen Nuggur, ...	Do., ...	...	...	...	14 2 0	...
11		Amosee, ...	18th Feby., 1867,	...	...	...	14 0 0	...
12		Mohun Lal Gunj, ...	17th Jany., 1867,	...	...	...	20 0 0	1 7 0
13		Susendee, ...	Do., ...	...	...	...	16 0 0	1 4 0
14		Nigoha, ...	22nd Jany., 1867,	...	...	...	14 0 0	0 14 0
15		Nigram, ...	25th Jany., 1867,	...	...	...	14 0 0	0 9 0
16		Gooshaeen Gunj, ...	21st Jany., 1867,	...	...	...	16 0 0	...
17		Nikas, ...	Do., ...	...	...	...	18 0 0	1 2 6
18		Sumasee, ...	17th Jany., 1867,	...	...	...	3 15 0	...
19		Sulempore, ...	25th Feby, 1867,	...	...	...	16 0 0	...
20		Juroulee, ...	19th Feby., 1867,	...	...	...	13 4 6	...
21		Dewa, ...	1st Feby., 1867,	...	...	...	18 0 0	2 1 0
22		Tikait Gunj, ...	1st Decr., 1866,	...	...	..	30 0 0	1 7 6
23		Muhraj Nuggur, ...	28th Feby., 1867,	...	...	...	18 0 0	1 12. 6
		Total, ...	...	...	...	...	377 1 6	22 4 0
								OONAO
1		Moradabad, ...	15th July., 1865, ...	...	...	...	193 8 0	28 7 6
2		Mourawan, ...	Do., ...	...	...	...	148 8 0	23 12 3
3		Bethur, ...	Do., ...	...	...	...	107 0 0	17 13 9
4		Surwun, ...	Do., ...	...	...	...	78 13 6	19 2 8
5		Budruqua, ...	July, 1866, ...	...	...	...	63 0 0	16 15 6
6		Buronda, ...	15th July, 1865, ...	...	...	...	91 0 0	8 11 0
7		Budree Kulan, ...	Do., ...	...	...	...	95 0 0	7 15 0
8		Ajghain, ...	Septr., 1866, ...	...	...	...	79 0 0	6 12 0
9		Pudree Khoord, ...	Feby., 1867, ...	...	...	...	11 8 0	...
10		Juttypore, ...	15th July, 1865, ...	...	...	...	87 11 11	5 13 0
11		Kurha, ...	Do, ...	...	...	...	82 0 0	10 1 6
12		Achnigunj, ...	Do., ...	...	...	...	103 0 0	11 11 6
13		Koorsut, ...	Do., ...	...	...	...	67 6 9	2 12 0
14		Sikunderpore, ...	May, 1866, ...	...	...	...	78 0 0	4 10 6
15		Noubut Gunj, ...	15th July, 1865, ...	...	...	...	74 0 0	3 4 0
16		Thana, ...	Do., ...	...	...	...	78 0 0	20 9 0
17		Targaon, ...	Do., ...	...	...	...	78 0 0	7 5 3
18		Bunthur, ...	Do., ...	...	...	...	98 0 0	9 1 0
19		Oorhur, ...	Do., ...	...	...	...	61 9 0	0 15 0
20		Chumiyance, ...	Do., ...	...	...	...	73 0 0	5 11 0
21		Kurwun, ...	Do., ...	...	...	...	95 2 5	7 12 9
22		Toora, ...	Do., ...	...	...	...	101 13 9	2 12 3
23		Koree Sadiqupore, ...	Do., ...	...	...	...	76 4 11	4 5 0
24		Surai Joga, ...	Do., ...	...	...	...	82 0 0	...
25		Futteypore Chourasee,	Do., ...	...	...	...	96 6 9	4 11 0
26		Jhulotur, ...	Do., ...	...	...	...	72 0 0	1 3 0
27		Asa Khera, ...	August, 1866, ...	...	...	...	46 1 6	5 8 3
28		Dewara Kullan, ...	15th July, 1865, ...	...	...	...	82 0 0	8 15 9
29		Roopnoo, ...	Do, ...	...	...	...	75 12 5	7 12 3
30		Koolha, ...	May, 1866, ...	...	...	...	67 0 0	8 10 0
31		Miree Kulan, ...	15th July, 1865, ...	...	...	...	67 0 0	12 13 0
32		Nawabgunge, ...	Do., ...	...	...	...	90 0 0	3 8 0
33		Hyderabad, ...	Do., ...	...	...	...	87 8 0	15 1 0
34		Pansa Khera, ...	Do., ...	...	...	...	66 0 0	6 5 9

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—(*Continued.*)

			Charges.					Annual Cost of educating each Pupil.	
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.
16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
MENT PUBLIC INSTRUCTION.—(*Contd.*)									
DISTRICT.—(*Concluded.*)									
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	
...	...	20 7 0	20 7 0	...	20 7 0	...	...	0 12 6	...
...	...	15 6 0	15 6 0	...	15 6 0	...	...	1 0 4	...
...	...	20 3 0	18 11 0	1 8 0	20 3 0	...	...	1 0 1	...
...	...	21 6 0	19 4 0	2 2 0	21 6 0	...	...	3 0 10	...
...	...	16 13 0	16 13 0	...	16 13 0	...	...	1 8 5	...
...	...	15 8 0	14 0 0	1 8 0	15 8 0	...	...	1 3 0	...
...	...	18 0 0	18 0 0	...	18 0 0	...	...	2 0 0	...
...	...	14 10 0	14 10 0	...	14 10 0	...	...	1 0 8	...
...	...	21 1 6	21 1 6	...	21 1 6	...	...	0 10 6	...
...	...	14 2 0	12 0 0	2 2 0	14 2 0	...	...	1 9 1	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	2 0 9	...
...	...	21 7 0	21 7 0	...	21 7 0	...	...	0 8 9	...
...	...	17 4 0	17 4 0	...	17 4 0	...	...	0 13 1	...
...	...	14 14 0	14 14 0	...	14 14 0	...	...	0 10 8	...
...	...	14 9 0	14 9 0	...	14 9 0	...	...	0 13 8	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	0 6 2	...
...	...	19 2 6	19 2 6	...	19 2 6	...	...	1 4 5	...
...	...	3 15 0	3 15 0	...	3 15 0	...	...	0 7 0	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	1 12 5	...
...	...	13 4 6	13 4 6	...	13 4 6	...	...	1 7 7	...
...	...	20 1 0	20 1 0	...	20 1 0	...	...	1 5 5	...
...	...	31 7 6	31 7 6	...	31 7 6	...	...	1 0 9	...
...	...	19 12 6	191 2 6	...	19 12 5	...	...	1 0 7	...
...	...	399 5 6	392 1 6	7 4 0	399 5 6	...	...	0 15 5	...
DISTRICT.—(*Continued.*)									
...	...	221 15 6	220 7 6	1 8 0	221 15 6	...	...	2 7 0	...
...	...	172 4 3	170 12 3	1 8 0	172 4 3	...	...	2 6 3	...
...	...	124 13 9	124 13 9	...	124 13 9	...	...	1 12 6	...
...	...	98 0 2	96 8 2	1 8 0	98 0 2	...	...	1 11 6	...
...	...	79 15 6	71 15 8	8 0 0	79 15 6	...	...	1 8 7	...
...	...	99 11 0	99 11 0	...	99 11 0	...	...	2 4 3	...
...	...	102 15 0	102 15 0	...	102 15 0	...	...	2 8 2	...
...	...	85 12 0	84 12 0	1 0 0	85 12 0	...	...	2 4 1	...
...	...	11 8 0	10 8 0	1 0 0	11 8 0	...	...	0 4 10	...
...	...	93 8 11	93 8 11	...	93 8 11	...	...	2 8 5	...
...	...	92 1 6	92 1 6	...	92 1 6	...	...	2 10 1	...
...	...	114 11 6	114 11 6	...	114 11 6	...	...	3 5 11	...
...	...	70 2 9	68 10 9	1 8 0	70 2 9	...	...	2 3 0	...
...	...	82 10 6	81 10 6	1 0 0	82 10 6	...	...	2 10 7	...
...	...	77 4 0	77 4 0	...	77 4 0	...	...	2 7 10	...
...	...	98 9 0	98 9 0	...	98 9 0	...	...	3 4 6	...
...	...	85 5 3	85 5 3	...	85 5 3	...	...	2 15 0	...
...	...	107 1 0	107 1 0	...	107 1 0	...	...	3 15 5	...
...	...	62 8 0	62 8 0	...	62 8 0	...	...	2 5 0	...
...	...	78 11 0	77 3 0	1 8 0	78 11 0	...	...	2 14 7	...
...	...	102 15 0	102 15 0	...	102 15 0	...	...	3 13 0	...
...	...	104 10 0	104 10 0	...	104 10 0	...	...	4 0 4	...
...	...	80 9 11	79 1 11	1 8 0	80 9 11	...	...	3 1 7	...
...	...	82 0 0	82 0 0	...	82 0 0	...	...	3 4 5	...
...	...	101 1 9	96 1 9	5 0 0	101 1 9	...	...	4 0 8	...
...	...	73 3 0	73 3 0	...	73 0 3	...	...	3 0 9	...
...	...	51 9 9	51 9 9	...	51 9 9	...	...	2 2 4	...
...	...	90 15 3	90 15 9	...	90 15 9	...	...	3 15 9	...
...	...	83 8 8	83 8 8	...	83 8 8	...	...	3 12 9	...
...	...	75 10 0	74 10 0	1 0 0	75 10 0	...	...	3 7 0	...
...	...	79 13 0	78 5 0	1 8 0	79 13 0	...	...	3 10 0	...
...	...	93 8 0	93 8 0	...	93 8 0	...	...	4 4 0	...
...	...	102 9 0	97 9 0	5 0 0	102 9 0	...	...	4 10 7	...
...	...	72 5 9	72 5 9	...	72 5 9	...	...	3 7 1	...

APPEN

INSTITUTION FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2a.	3.	4.	5.	6.	7.
					WESTERN CIRCLE, DEPART		
							OONAO DIS
35	Village Schools.	Soosoomow, ...	15th July, 1865, ...	26	1	...	27
36		Oogoo, ...	Do., ...	32	...	...	32
37		Baree Thana, ...	Do., ...	10	15	...	25
38		Atuha, ...	Do., ...	22	1	...	23
39		Koonjpore, ...	April, 1866, ...	25	...	...	25
40		Punsuria, ...	September, 1866,	23	1	...	24
41		Purrinr, ...	15th July, 18[illegible], ...	19	5	...	24
42		Makhee, ...	Do., ...	25	...	...	25
43		Satun, ...	Do., ...	20	8	...	28
44		Mean Gunge, ...	Do., ...	16	7	...	23
45		Goolurtha, ...	Do., ...	16	3	...	19
46		Koolooagada, ...	Do., ...	27	...	...	27
47		Hiloulee, ...	Do., ...	19	...	...	19
48		Muronda, ...	September, 1866,	21	3	1	25
49		Choupyee, ...	15th July, 1865, ...	17	...	...	17
50		Muwaya, ...	September, 1866,	20	1	...	21
51		Ghoor Ghet, ...	15th July, 1865, ...	22	...	...	22
52		Muwasee, ...	Do., ...	20	...	...	20
53		Baigaon, ...	Do., ...	17	2	...	19
54		Quinther, ...	Do., ...	12	1	...	13
55		Goonda Putherpore, ...	Do., ...	29	2	...	31
56		Roypore Gurhee, ...	Do., ...	17	2	...	19
57		Junsar, ...	Do., ...	21	...	...	21
58		Para, ...	Do., ...	15	2	...	17
59		Koararee Kulan, ...	Do., ...	10	4	...	14
60		Muwayee, ...	Do., ...	16	4	...	20
61		Behta Sumaree, ...	Do., ...	29	...	...	29
		Total, ...	...	1,873	168	2	2,043
							DURRIABAD
1		Sutrikh, ...	15th Jany., 1867,	22	6	...	28
2		Ibraheemabad, ...	Do., ...	8	11	...	19
3		Meeranpore, ...	Do., ...	13	17	...	30
4		Oosmanpore, ...	Do., ...	16	10	...	26
5		Sidhour, ...	Do., ...	1	14	...	15
6		Oodhoulee, ...	Do., ...	40	...	...	40
7		Rusoulee, ...	Do., ...	16	24	...	40
8		Sihalee, ...	Do., ...	16	12	...	28
9		Sadut Gunj, ...	Do., ...	26	...	...	26
10		Beluhra, ...	Do., ...	35	15	...	50
11		Tilokpore, ...	Do., ...	36	...	...	36
12		Budo Surai, ...	Do., ..	17	12	...	29
13		Guneshpore, ...	Do., ...	24	1	..	25
14		Soorutgunj, ...	Do., ...	17	7	...	24
15		Dhuroulee, ...	Do., ...	22	...	...	22
16		Ghazeepore, ...	Do., ...	33	...	...	33
17		Tikait Nugger, ...	Do., ...	63	4	...	67
18		Bansgaon, ...	Do., ...	38	...	...	38
19		Alihabad, ...	Do., ...	23	17	...	40
20		Dhunoulee Misran, ...	Do., ...	55	...	...	55
21		Talgaon, ...	Do., ...	26	...	...	26
22		Saidpore, ...	Do., ...	27	...	...	27
23		Oomanpore, ...	Do., ...	33	...	...	33
24		Nuroulee, ...	Do., ...	9	21	...	30
25		Kuntha Surai, ...	Do., ...	16	28	...	44
26		Moonsai Soory, ...	27th Jany., 1867,	17	14	...	31
27		Amraeegaon, ...	26th Do., ...	20	...	...	20
28		Jugamee, ...	22nd Do., ...	32	...	...	32
29		Mahomedpore, ...	26th Do., ...	20	...	...	20
		Total, ...	...	721	213	...	934
							HURDUI
1		Bawun, ...	20th Feby., 1867,	43	13	...	56
		Grand Total of 4 Districts in the Western Circle, D. P. I., Oudh, ...	...	3,005	585	2	3,592

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—(*Continued.*)

Average daily attendance during the past year.	No. of Pupils studying in each language at the close of the Year.						Monthly rate of Schooling fee.
	English.	Urdu.	Hindee.	Persian.	Sanscrit.	Arabic.	
8.	9.	9a.	9b.	9c.	9d.	9e.	10.
MENT PUBLIC INSTRUCTION.—(*Continued.*)							
TRICT.—(*Continued.*)							
21	...	1	26	...	...	...	¼ to 2 annas.
21	...	29	8	...	...	...	"
21	...	4	12	9	...	...	"
20	...	14	9	...	...	...	"
20	...	23	2	...	...	...	"
19	...	3	21	...	...	...	"
18	...	6	18	...	...	...	"
18	...	16	9	...	...	...	"
17	...	5	23	...	...	...	"
17	...	20	3	2	...	...	"
17	...	7	2	...	...	...	"
16	...	24	3	...	...	...	"
16	...	13	6	...	...	...	"
15	...	...	25	...	...	...	"
15	...	...	17	...	...	...	"
15	...	1	20	...	...	...	"
14	...	21	1	...	...	...	"
14	...	...	20	...	...	...	"
14	...	7	19	...	...	...	"
14	...	9	2	...	...	...	"
13	...	7	24	...	...	...	"
13	...	18	1	...	...	...	"
12	...	21	...	...	...	...	"
11	...	17	...	...	...	...	"
10	...	14	...	...	...	...	"
10	...	20	...	...	...	...	"
8	...	23	6	...	...	...	"
1,593	...	1,041	993	60	...	...	¼ to 2 annas.
DISTRICT.							
17·55	...	16	6	6	...	...	¼ to 2 annas.
14·75	...	15	4	...	...	...	"
18·89	...	20	10	...	...	...	"
21·36	...	26	...	...	...	...	"
13·22	...	14	1	...	...	...	"
28·77	...	19	21	...	...	...	"
32·06	...	32	8	...	...	...	"
21·52	...	15	12	1	...	...	"
19·76	...	11	15	...	...	...	"
37·63	...	20	25	5	...	...	"
24·79	...	2	33	1	...	...	"
18·58	...	26	3	...	...	...	"
18·61	...	...	25	...	...	...	"
15·06	...	11	13	...	...	...	"
12·08	...	22	...	...	...	...	"
23·38	...	...	33	...	...	...	"
44·75	...	...	67	...	...	...	"
16	...	...	38	...	...	...	"
22·07	...	31	9	6	...	...	"
31·11	...	...	55	...	...	...	"
12·97	...	...	26	...	...	...	"
20·27	...	...	27	...	...	...	"
24·69	...	...	33	...	...	...	"
17·61	...	23	7	...	...	...	"
14·26	...	41	3	...	...	...	"
19·14	...	31	...	...	...	...	"
16·95	...	...	20	...	...	...	"
7·25	...	...	32	...	...	...	"
13·35	...	...	20	...	...	...	"
598·43	...	375	546	19	...	...	¼ to 2 annas.
DISTRICT.							
49	14	35	21	...	...	...	¼ to 1 anna.
2,653·43	14	1,787	1,781	109	...	...	¼ to 2 annas.

APPEN

INSTITUTION FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Receipts. From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of Assessment.	Fees, Fines, &c.
1.	2.	2a.	3.	11.	12.	13.	14.	15.
						WESTERN CIRCLE, DEPART		
							OONAO DIS	
							Rs. A. P.	Rs. A. P.
35	Village Schools.	Soosoomow, ...	15th July, 1865, ...	...	...	...	88 0 0	12 1 0
36		Oogoo, ...	Do., ...	...	...	...	80 0 0	1 0 0
37		Baree Thana, ...	Do., ...	...	...	...	91 8 0	4 8 6
38		Atuha, ...	Do., ...	...	...	...	87 8 0	3 1 6
39		Koonjpore, ...	April, 1866, ...	...	...	...	86 8 0	9 1 3
40		Punsuria, ...	September, 1866,	...	...	...	43 0 0	4 0 6
41		Purriar, ...	15th July, 1865, ...	...	...	...	93 14 0	4 11 6
42		Makhee, ...	Do., ...	...	...	...	110 0 0	7 7 0
43		Satun, ...	Do., ...	...	...	...	65 12 11	2 10 6
44		Mean Gunge, ...	Do., ...	...	...	...	112 0 0	1 15 9
45		Gooluriha, ...	Do., ...	...	...	...	85 10 11	12 12 9
46		Kooloogada, ...	Do., ...	...	...	...	76 3 6	6 11 0
47		Hiloulee, ...	Do., ...	...	...	...	57 7 6	4 12 0
48		Muronda, ...	September, 1866,	...	...	...	57 0 0	8 11 9
49		Choupyee, ...	15th July, 1865, ...	...	...	...	86 2 6	2 13 6
50		Muwaya, ...	September, 1866,	...	...	...	49 0 0	2 12 6
51		Ghoor Ghet, ...	15th July, 1865, ...	...	...	...	53 7 10	1 3 0
52		Muwasee, ...	Do., ...	...	...	...	94 8 9	3 7 0
53		Baigaon,... ...	Do., ...	...	...	...	67 8 0	5 3 11
54		Quinther, ...	Do., ...	...	...	...	77 0 0	1 7 0
55		Goonda Pathurpore,...	Do., ...	...	...	...	76 0 0	3 6 9
56		Roypore Gurhee, ...	Do., ...	...	...	...	71 12 0	8 14 0
57		Junsar, ...	Do., ...	...	...	...	79 0 0	3 15 0
58		Para, ...	Do., ...	...	...	...	62 2 3	3 13 3
59		Koararee Kulan, ...	Do., ...	...	...	...	65 8 0	10 3 0
60		Muwayee, ...	Do., ...	...	...	...	66 7 6	13 12 0
61		Behta Sumaree, ...	Do., ...	...	...	...	58 13 2	3 5 6
		Total, ...	...	...	...	...	4,895 1 6	448 10 10
							DURRIABAD DIS	
1		Sutrikh, ...	15th Jany., 1867,	...	...	...	18 0 0	1 1 0
2		Ibraheemabad, ...	Do., ...	...	...	...	18 0 0	1 4 0
3		Meeranpore, ...	Do., ...	...	...	...	16 0 0	1 2 0
4		Oosmanpore, ...	Do., ...	...	...	...	12 0 0	...
5		Sidhour, ...	Do., ...	...	...	...	18 0 0	...
6		Oodhoulee, ...	Do., ...	...	...	...	16 0 0	4 8 0
7		Rusoulee, ...	Do., ...	...	...	...	14 0 0	1 2 0
8		Sihalee, ...	Do., ...	...	...	...	12 0 0	1 2 0
9		Sadut Gunj, ...	Do., ...	...	...	...	16 0 0	...
10		Beluhra, ...	Do., ...	...	...	...	16 0 0	1 12 0
11		Tilokpore, ...	Do., ...	...	...	...	16 0 0	2 12 0
12		Budo Sural, ...	Do., ...	...	...	...	16 0 0	1 10 9
13		Guneshpore, ...	Do., ...	...	...	...	12 0 0	2 15 0
14		Sooratgunj, ...	Do., ...	...	...	...	14 0 0	0 4 0
15		Dhuroulee, ...	Do., ...	...	...	...	14 0 0	1 2 0
16		Ghazeepore, ...	Do., ...	...	...	...	14 0 0	2 6 0
17		Tikait Nugger, ...	Do., ...	...	...	...	18 0 0	2 9 6
18		Bansgaon, ...	Do., ...	...	...	...	12 0 0	...
19		Alihabad, ...	Do., ...	...	...	...	16 0 0	4 7 0
20		Dhunoulee Misran, ...	Do., ...	...	...	...	16 0 0	...
21		Talgaon, ...	Do., ...	...	...	...	14 0 0	...
22		Saldpore, ...	Do., ...	...	...	...	12 0 0	...
23		Oomanpore, ...	Do., ...	...	...	...	14 0 0	...
24		Nuroulee, ...	Do., ...	...	...	...	12 0 0	1 4 0
25		Kuntha Surai, ...	Do., ...	...	...	...	18 0 0	0 13 0
26		Moonsai Soory, ...	27th Jany., 1867,	...	...	...	8 2 0	...
27		Amraeegaon, ...	26th Do., ...	...	...	...	7 2 6	...
28		Jugamee, ...	22nd Do., ...	...	...	...	7 14 11	...
29		Mahomedpore, ...	6th Do., ...	...	...	...	7 2 6	...
		Total, ...	...	...	...	...	404 5 11	32 2 3
							HURDUI DIS	
1		Bawun, ...	20th Feby., 1867,	...	...	10	...	1 8 0
		Grand Total of 4 Districts in the Western Circle, D. P. I., Oudh, ...	...	...	...	10	5,676 8 11	504 9 [illegible]

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—(*Continued.*)

Sale of Books.	Other Sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Annual Cost of educating each Pupil. Cost to Government.
16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
MENT PUBLIC INSTRUCTION.—(*Contd.*).									
TRICT.—(*Contd.*)		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	
...	...	100 1 0	100 1 0	...	100 1 0	...	...	4 12 1	...
...	...	81 0 0	79 8 0	1 8 0	81 0 0	...	...	3 13 7	...
...	...	96 0 6	94 8 6	1 8 0	96 0 6	...	...	4 9 2	...
...	...	90 9 6	89 1 6	1 8 0	90 9 6	...	...	4 5 5	...
...	...	95 9 3	95 9 3	...	95 9 3	...	...	4 12 5	...
...	...	47 0 6	46 0 6	1 0 0	47 0 6	...	...	2 7 7	...
...	...	98 9 6	98 9 6	...	98 9 6	...	...	5 7 7	...
...	...	117 7 0	117 7 0	...	117 7 0	...	...	6 8 4	...
...	...	68 7 5	61 7 5	7 0 0	68 7 5	...	...	4 0 5	...
...	...	113 15 9	113 15 9	...	113 15 9	...	...	6 11 4	...
...	...	98 7 8	98 7 8	...	98 7 8	...	...	5 12 8	...
...	...	82 14 6	82 14 6	...	82 14 6	...	...	5 2 10	...
...	...	62 3 5	60 11 5	1 8 0	62 3 5	...	..	3 14 2	...
...	...	65 11 9	64 11 9	1 0 0	65 11 9	...	...	4 6 1	...
...	...	89 0 0	89 0 0	...	89 0 0	...	...	5 14 11	...
...	...	51 12 6	50 12 6	1 0 0	51 12 6	...	...	3 7 1	...
...	..	54 10 10	54 10 10	...	54 10 10	...	...	3 14 5	...
...	...	97 15 9	97 15 9	...	97 15 9	...	...	6 15 11	...
...	...	72 11 11	71 3 11	1 8 0	72 11 11	...	...	5 3 1	...
...	...	78 7 0	78 7 0	...	78 7 0	...	...	5 9 7	...
...	...	79 6 9	79 6 9	...	79 6 9	...	...	6 1 9	...
...	...	80 10 0	76 6 0	4 4 0	80 10 0	...	...	6 3 2	...
...	...	82 15 0	82 15 0	...	82 15 0	...	...	6 14 7	...
...	..	65 15 6	65 15 6	...	65 15 6	...	...	5 15 11	...
...	...	75 11 0	75 11 0	...	75 11 0	...	...	7 9 1	...
...	...	80 3 6	78 11 6	1 8 0	80 3 6	..	...	8 0 4	...
...	...	62 2 8	62 2 8	...	62 2 8	..	...	7 12 4	...
...	...	5,343 12 4	5,288 0 4	55 12 0	5,343 12 4	...	...	3 5 8	...
TRICT.—(*Contd.*)									
...	...	19 1 0	19 1 0	...	19 1 0	...	...	1 1 4	...
...	...	19 4 0	19 4 0	...	19 4 0	...	...	1 4 10	...
...	...	17 2 0	17 2 0	...	17 2 0	..	...	0 14 6	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 8 11	...
...	...	18 0 0	18 0 0	...	18 0 0	...	...	1 5 11	...
...	...	20 8 0	20 8 0	...	20 8 0	...	...	0 11 4	...
...	...	15 2 0	15 2 0	...	15 2 0	...	...	0 7 6	...
...	...	13 2 0	13 2 0	...	13 2 0	...	...	0 9 8	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	0 12 11	...
...	...	17 12 0	17 12 0	...	17 12 0	...	...	0 7 6	...
...	...	18 12 0	18 12 0	...	18 12 0	...	...	0 12 6	...
...	...	17 10 9	17 10 9	...	17 10 9	...	...	0 15 2	...
...	...	14 15 0	14 15 0	...	14 15 0	...	...	0 12 10	...
...	...	14 4 0	14 4 0	...	14 4 0	..	...	0 15 1	...
...	...	15 2 0	15 2 0	...	15 2 0	...	...	1 3 10	...
...	...	16 6 0	16 6 0	...	16 6 0	...	...	0 11 4	..
...	...	20 9 6	20 9 6	...	20 9 6	..	...	0 7 4	...
...	...	12 0 0	12 0 0	...	12 0 0	..	...	0 12 0	...
...	...	20 7 0	20 7 0	...	20 7 0	...	...	0 14 9	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	0 8 2	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	1 1 3	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 9 [illegible]	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	0 9 0	...
...	...	13 4 0	13 4 0	...	13 4 0	...	...	0 12 0	...
...	...	18 13 0	18 13 0	...	18 13 0	...	...	1 5 1	...
...	...	8 2 0	8 2 0	...	8 2 0	...	...	0 6 9	...
...	...	7 2 6	7 2 6	...	7 2 6	...	...	0 6 9	...
...	...	7 14 11	7 14 11	...	7 14 11	...	...	1 1 6	...
...	...	7 2 6	7 2 6	...	7 2 6	...	...	0 8 6	...
...	...	436 8 2	436 8 2	...	436 8 2	...	...	0 11 8	...
TRICT.—(*Contd.*)									
...	...	11 8 0	11 8 0	...	11 8 0	...	...	0 3 9	...
...	...	6,191 2 0	6,128 2 0	63 0 0	6,191 2 0	...	...	2 5 4	...

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hullabundee*

Number.	Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2a.	3.	4.	5.	6.	7.
				EASTERN CIRCLE, DEPARTMENT ROY BAREILLY			
1	Village Schools.	Bela Bhala, ...	10th Septr., 1866,	28	2	...	30
2		Sataman, ...	Do., ...	24	1	...	25
3		Konsa, ...	Do, ...	52	1	...	53
4		Khuthwara, ...	Do., ...	18	13	...	31
5		Joohashurki, ...	Do., ...	21	3	...	24
6		Bamun Buzrg, ...	Do., ...	15	11	...	26
7		Hur Chundpore, ...	28th Septr., 1866,	15	11	...	26
8		Rapamow, ...	23rd Do., ...	23	...	...	23
9		Pachumgaon, ...	10th Do, ...	20	5	...	25
10		Lodhwari, ...	21st Jany., 1867,...	19	1	...	20
11		Pahrai Mow, ...	Do., ...	20	7	...	27
12		Gunat Kamungurpore,	Do., ...	7	20	...	27
13		Koorhair, ...	Do., ...	6	...	...	6
14		Ahhar, ...	10th Septr., 1866,	11	...	...	11
15		Samurpaha, ...	Do., ...	18	...	...	18
16		Bahragobindpore, ...	Do, ..	22	...	...	22
17		Jullalpore Dhyee, ...	Do., ...	25	25	...	50
18		Chilola, ...	Do., ...	42	...	...	42
19		Gaigasoon, ...	Do, ...	29	...	...	29
20		Kuthgur,... ...	Do., ...	22	...	...	22
21		Thoolri, ...	21st Jany., 1867, ...	16	3	...	19
22		Gagutpore Tagun, ...	Do., ...	10	...	...	10
23		Barara Buzrg, ...	Do., ...	19	...	...	19
24		Bhahal, ...	15th Septr., 1866,	39	13	...	52
25		Sadamanpore,* ...	10th Do., ...	...	...	...	...
26		Todhupore Utraman,†	Do., ...	...	...	...	...
27		Kharoon, ...	Do., ...	27	7	...	34
28		Bhautturgaon, ...	Do., ...	11	10	...	21
29		Pahoo, ...	Do., ...	49	...	...	49
30		Sumri, ...	26th Novr., 1866,...	21	...	...	21
31		Bhugwunt Nager, ...	10th Septr., 1866,	65	2	...	67
32		Parun, ...	Do., ...	32	2	...	34
33		Bhata Kalun, ..	Do., ...	60	...	...	60
34		Hameergaon, ...	21st Jany, 1867, ...	41	...	...	41
35		Bhojpore, ...	Do., ...	42	...	...	42
36		Ratapore, ...	Do., ...	35	...	...	35
37		Narain Dass Khara,...	Do., ...	7	...	...	7
38		Suggaur, ...	Do., ...	50	5	...	55
39		Mugrnhur, ...	Do., ...	54	...	...	54
40		Bhagupore, ...	Do., ...	38	...	...	38
41		Ghatumpore, ...	Do., ...	55	...	...	55
42		Tahrab, ...	Do., ...	36	...	...	36
43		Punhun, ...	Do., ...	45	...	...	45
44		Lahi, ...	10th Septr., 1866,	28	...	...	28
45		Ramnager, ...	Do., ...	7	1	...	8
46		Purriwan, ...	8th Decr., 1866, ...	12	...	...	12
47		Bhilbul, ...	28th Jany., 1867,	10	20	...	30
48		Tirbadigunge, ...	1st Feby., 1867, ...	23	1	...	24
49		Buchrawan, ...	10th Septr., 1866,	32	5	...	37
50		Bahadur Nager, ...	Do., ...	20	3	...	23
51		Phullandi, ...	Do., ...	19	26	...	45
52		Neemteekur, ...	Do., ...	30	5	...	35
53		Raja Mow, ...	21st Jany., 1867,	15	...	...	15
54		Suddowli, ...	Do., ...	18	2	...	20
55		Para Kalan, ...	24th Do., ...	10	...	...	10
56		Sagoo Puchumgaon,...	10th Septr., 1866,	29	...	...	29
57		Bati, ...	Do, ...	16	...	...	16
58		Jugdeespore, ...	21st Jany., 1867,...	26	4	...	30
59		Ashumgugutpore, ...	1st Feby., 1867, ...	19	7	...	26
60		Sailthoo,... ...	14th Septr., 1866,	15	1	...	16
		Total, ...		1,518	217	...	1,735

* Abolished in November, 1866.
† Abolished in February, 1867.

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—(Continued.)

Average daily attendance during the past year.	Number of Pupils Studying in each language at the close of the Year.						Monthly rate of Schooling fee.
	English.	Urdu.	Hindee.	Persian.	Sanscrit.	Arabic.	
8.	9.	9a.	9b.	9c.	9d.	9e.	10.
PUBLIC INSTRUCTON, OUDH.							
DISTRICT.							
17·3	...	29	...	1	...	...	¼ to 2 annas.
18·0	...	2	23	...	...	...	"
25·0	...	45	8	...	...	...	"
18·9	...	28	2	1	...	...	"
15 3	...	23	...	1	...	...	"
17·5	...	26	...	...	...	...	"
24 8	...	25	1	...	...	...	"
14·5	...	...	23	...	...	...	"
14·7	...	25	...	...	...	...	"
17·1	...	8	12	...	...	...	"
23·9	...	21	...	6	...	...	"
17·9	...	27	...	...	...	...	"
4·6	...	...	6	...	...	...	"
10·6	...	...	11	...	...	...	"
15·3	...	...	18	...	...	...	"
16·1	...	14	8	...	...	...	"
24·5	...	24	9	...	...	...	"
31·6	...	2	40	...	...	...	"
19·8	...	...	29	...	...	...	"
16·9	...	16	6	...	...	...	"
6 4	...	10	9	...	...	...	"
4·4	...	...	10	...	2	...	"
9·3	...	...	19	...	...	...	"
38·4	...	35	17	...	...	...	"
6·1	...	...	...	...	...	...	"
7·2	...	...	...	...	...	...	"
16·0	...	24	10	...	...	...	"
18·8	...	18	3	...	...	...	"
29·6	...	2	47	...	...	...	"
15·3	...	19	2	...	...	...	"
41·1	...	67	...	...	...	...	"
23·6	...	32	2	...	...	...	"
47·9	...	...	60	...	...	...	"
25·9	...	35	6	...	...	...	"
23·3	...	5	37	...	...	...	"
27·1	...	35	...	...	...	...	"
6 7	...	7	...	...	...	...	"
30·1	...	50	5	...	...	...	"
46·7	...	1	53	...	...	...	"
24·4	...	...	38	...	...	...	"
41·4	...	28	24	3	...	...	"
20·9	...	31	5	...	...	...	"
28·0	...	17	23	7	...	...	"
23·3	...	25	...	3	...	...	"
4·2	...	4	4	...	...	...	"
9·3	...	...	12	...	...	...	"
18·1	...	...	...	5	...	...	"
11·6	...	24	...	...	...	...	"
18·4	...	2	35	...	...	...	"
18·0	...	22	1	...	...	...	"
21·8	...	45	...	...	...	...	"
24·2	...	35	...	...	...	...	"
8·0	...	...	15	...	...	...	"
13·1	...	...	20	...	...	...	"
5·1	...	...	10	...	...	...	"
25·8	...	29	...	...	...	...	"
12·0	...	12	4	...	...	...	"
15 5	...	20	10	...	...	...	"
18·5	...	25	1	...	...	...	"
13·3	...	...	16	...	...	...	"
	...	1,019	691	27	2	...	¼ to 2 annas.

APPEN

* INSTITUTIONS FOR

TABLE 3A.—*Return of the Hullabundee*

Number.	Name of Institution.	Locality.	When Established.	Receipts. From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c	Local rate of Assessment.	Fees, Fines, &c
1.	2.	2a.	3.	11.	12.	13	14.	15.
				EASTERN CIRCLE, DEPARTMENT				
							ROY BAREILLY	
							Rs. A. P.	Rs A. P.
1	Village Schools.	Bela Bhala, ...	10th Septr., 1866,	...	...	...	51 9 9	2 10 0
2		Sataman, ...	Do., ...	...	...	...	37 4 9	5 14 0
3		Konsa, ...	Do, ..	...	...	...	45 13 9	10 5 3
4		Khuthwara, ...	Do., ...	...	...	...	47 13 8	4 7 0
5		Joohashurki, ...	Do., ...	...	...	...	47 5 3	5 2 0
6		Bamun Buzrg, ...	Do., ...	...	...	...	49 13 5	4 12 6
7		Hur Chundpore, ...	28th Septr., 1866,	...	...	...	34 6 5	4 9 0
8		Rapamow, ...	23rd Do, ...	...	...	...	46 6 5	4 14 6
9		Pachumgaon, ...	10th Do.,	...	...	...	50 2 6	2 12 6
10		Lodhwari, ...	21st Jany., 1867, ...	...	...	...	26 4 6	...
11		Pahrai Mow, ...	Do., ...	...	...	...	22 9 0	...
12		Gunat Kamungurpore,	Do., ...	...	...	...	16 14 6	0 6 0
13		Koorhair, ...	Do, ...	...	...	...	21 0 0	...
14		Ahhar, ...	10th Septr., 1856,	...	...	...	49 1 1	3 7 0
15		Samurpaha, ...	Do., ...	...	...	...	37 1 3	2 13 0
16		Bahragobindpore, ...	Do., ...	...	...	...	40 5 9	3 4 3
17		Jullalpore Dhyee, ...	Do., ...	...	...	...	40 6 6	6 12 9
18		Chilola, ...	Do., ...	...	...	...	37 1 3	9 6 0
19		Gaigasoon, ..	Do., ..	...	...	...	40 6 1	4 1 9
20		Kuthgur, ...	Do., ...	...	...	...	52 13 3	2 3 0
21		Thoolri, ...	21st Jany., 1867, ...	...	...	...	28 8 0	...
22		Gaqutpore Tagun, ...	Do, ..	...	...	...	27 0 0	...
23		Barara Buzrg, ...	Do., ...	...	...	...	22 9 3	1 2 6
24		Bhahai, ...	15th Septr., 1866,	...	...	...	50 13 7	4 9 6
25		Sadamanpore,* ..	10th Do, ...	...	...	...	19 4 0	0 8 0
26		Todhupore Utraman,†	Do, ...	...	...	...	24 8 7	0 1 0
27		Kharoon. ...	Do., ...	...	...	...	52 6 8	5 8 0
28		Bhautturgaon, ...	Do, ...	...	...	...	47 2 9	5 9 0
29		Pahoo, ...	Do., ...	...	...	...	47 7 11	3 0 0
30		Sumri, ...	26th Novr., 1866.	...	...	...	28 9 6	3 12 0
31		Bhugwunt Nager, ...	10th Septr., 1866,	...	...	...	50 7 2	12 0 6
32		Patun, ...	Do., ...	...	...	...	37 15 3	7 12 6
33		Bhata Kalun, ...	Do., ...	...	...	...	38 13 6	9 10 0
34		Hameergaon, ...	21st Jany., 1867, ...	...	...	...	17 8 0	2 4 0
35		Bhojpore, ...	Do., ...	...	...	...	23 0 6	1 5 0
36		Ratapore, ...	Do., ...	...	...	...	18 2 6	1 8 0
37		Narain Dass Khara,...	Do, ...	..	...	...	19 9 3	0 13 6
38		Suggaur, ...	Do.. ...	...	...	...	14 1 0	4 7 0
39		Mugruhur, ...	Do., ...	...	...	...	35 9 0	4 9 0
40		Bhagupore, ...	Do., ...	...	...	...	24 7 6	2 8 0
41		Ghatampore, ...	Do., ...	...	...	...	18 15 0	...
42		Tahrab, ...	Do., ...	...	...	...	21 8 0	1 6 0
43		Punhun, ...	Do., ...	...	...	...	20 5 6	2 9 6
44		Lahl, ...	10th Septr., 1866,	...	...	...	39 7 9	3 12 9
45		Ramnager, ...	Do., ...	...	...	...	39 9 6	1 13 3
46		Purriwan, ...	8th Decr., 1866, ...	...	...	...	20 15 6	...
47		Bhilbul, ...	28th Jany., 1867,...	...	...	...	19 4 0	...
48		Tirbadigunge, ...	1st Feby., 1867, ..	...	...	...	21 0 0	0 6 0
49		Buchrawan, ...	10th Septr., 1866,	...	...	...	55 8 0	2 4 6
50		Bahadur Nager, ...	Do., ...	...	...	...	54 8 4	5 3 6
51		Phullandi, ...	Do., ...	...	...	...	44 14 6	3 2 6
52		Neemteckur, ...	Do, ...	...	...	...	37 12 5	1 11 6
53		Raja Mow, ...	21st Jany., 1867,...	...	...	...	25 5 9	0 9 0
54		Suddowli, ...	Do, ...	...	...	...	17 10 9	0 13 6
55		Para Kalan, ...	24th Do., ...	...	...	...	16 10 9	...
56		Sagoo Puchumgaon,...	10th Septr., 1866,	...	...	...	34 9 6	1 11 0
57		Bati, ...	Do., ...	...	...	...	37 8 3	3 15 0
58		Jugdeospore, ...	21st Jany., 1867,...	...	...	...	20 9 0	...
59		Ashumgugutpore, ...	1st Feby., 1867, ...	...	...	...	15 7 6	2 13 0
60		Sailthoo, ...	14th Septr., 1866,	...	...	...	47 5 6	3 6 0
		Total, ...	...	...	...	...	2,028 10 6	174 5 0

* Abolished in November, 1866.
† Abolished in February, 1867.

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—*(Continued.)*

			Charges.					Annual Cost of educating each Pupil.	
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.
16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
PUBLIC INSTRUCTION, OUDH.—*(Contd.)*									
DISTRICT.—*(Concluded.)*									
		Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	
...	...	54 3 9	48 3 9	6 0 0	54 3 9	...	...	3 3 0	...
...	...	43 2 9	43 2 9	...	43 2 9	...	...	2 7 0	...
...	...	56 3 0	54 3 0	2 0 0	56 3 0	...	...	2 2 0	...
...	...	52 4 8	45 9 6	6 11 2	52 4 8	...	...	2 12 0	...
...	...	52 7 3	50 15 3	1 8 0	52 7 3	...	...	3 7 11	...
...	...	54 9 11	47 14 9	6 11 2	54 9 11	...	...	3 0 9	...
...	...	38 15 5	38 15 5	...	38 15 5	...	...	1 8 11	...
...	...	51 4 11	46 12 11	4 8 0	51 4 11	...	...	3 10 8	...
...	...	52 15 0	50 11 0	2 4 0	52 15 0	...	...	3 8 6	...
...	...	26 4 6	25 0 6	1 4 0	26 4 6	...	...	1 8 9	...
...	...	22 9 0	20 9 0	2 0 0	22 9 0	...	...	0 15 0	...
...	...	17 4 6	17 4 6	...	17 4 6	...	...	0 15 2	...
...	...	21 0 0	21 0 0	...	21 0 0	...	...	4 3 2	...
...	...	52 8 1	50 8 1	2 0 0	52 8 1	...	...	4 12 4	...
...	...	39 14 3	39 14 3	...	39 14 3	...	...	2 10 7	...
...	...	47 10 0	47 10 0	...	47 10 0	...	...	2 15 7	...
...	...	47 3 3	47 3 3	...	47 3 3	...	...	1 15 5	...
...	...	46 7 3	46 7 3	...	46 7 3	...	...	1 7 3	...
...	...	44 7 10	36 12 9	7 11 1	44 7 10	...	...	2 3 7	...
...	...	55 0 3	55 0 3	...	55 0 3	...	...	3 3 9	...
...	...	28 8 0	27 0 0	1 8 0	28 8 0	...	...	4 12 0	...
...	...	27 0 0	27 0 0	...	27 0 0	...	...	6 12 0	...
...	...	23 11 9	23 11 9	...	23 11 9	...	...	2 10 2	...
...	...	55 7 1	52 7 1	3 0 0	55 7 1	...	...	1 7 4	...
...	...	19 12 0	19 12 0	...	19 12 0	...	...	3 4 8	...
...	...	24 9 7	24 9 7	...	24 9 7	...	...	3 8 3	...
...	...	57 14 8	51 3 6	6 11 2	57 14 8	...	...	3 9 11	...
...	...	52 11 9	50 11 9	2 0 0	52 11 9	...	...	2 12 5	...
...	...	50 7 11	43 12 9	6 11 2	50 7 11	...	...	1 10 11	...
...	...	29 5 6	29 5 6	...	29 5 6	...	...	1 15 4	...
...	...	62 7 8	55 12 6	6 11 2	62 7 8	...	...	1 8 4	...
...	...	45 11 9	45 11 9	...	45 11 9	...	...	1 14 6	...
...	...	48 7 6	47 7 6	1 0 0	48 7 6	...	...	1 0 2	...
...	...	19 12 0	19 12 0	...	19 12 0	...	...	0 12 2	...
...	...	24 5 6	23 5 6	1 0 0	24 5 6	...	...	1 0 11	...
...	...	19 10 6	19 10 6	...	19 10 6	...	...	0 11 8	...
...	...	20 6 9	20 6 9	...	20 6 9	...	...	2 14 8	...
...	...	18 8 0	18 8 0	...	18 8 0	...	...	0 9 10	...
...	...	40 2 9	40 2 0	...	40 2 0	...	...	0 13 8	...
...	...	26 15 6	24 15 6	2 0 0	26 15 6	...	...	1 2 0	...
...	...	18 15 0	17 15 0	1 0 0	18 15 0	...	...	0 7 5	...
...	...	22 14 0	21 14 0	1 0 0	22 14 0	...	...	1 1 5	...
...	...	22 15 0	22 15 0	...	22 15 0	...	...	0 13 1	...
...	...	43 4 6	43 4 6	...	43 4 6	...	...	1 14 1	...
...	...	41 6 9	41 6 9	...	41 6 9	...	...	10 5 8	...
...	...	20 15 6	20 15 6	...	20 15 6	...	...	2 5 3	...
...	...	19 4 0	19 4 0	...	19 4 0	...	...	1 1 1	...
...	...	21 6 0	21 6 0	...	21 6 0	...	...	1 12 6	...
...	...	57 12 6	57 12 6	...	57 12 6	...	...	3 3 4	...
...	...	59 11 10	53 8 0	6 11 2	59 11 10	...	...	3 5 1	...
...	...	48 1 0	47 9 0	0 8 0	48 1 0	...	...	2 3 0	...
...	...	39 7 11	39 7 11	...	39 7 11	...	...	1 10 4	...
...	...	25 14 9	25 14 9	...	25 14 9	...	...	3 3 10	...
...	...	18 8 3	18 8 3	...	18 8 3	...	...	1 6 9	...
...	...	16 10 9	16 10 9	...	16 10 9	...	...	3 5 4	...
...	...	36 4 6	36 4 6	...	36 4 6	...	...	1 7 4	...
...	...	41 7 3	41 7 3	...	41 7 3	...	...	3 7 3	...
...	...	20 9 0	20 9 0	...	20 9 0	...	...	1 5 0	...
...	...	18 4 6	18 4 6	...	18 4 6	...	...	1 3 7	...
...	...	50 11 6	49 15 6	0 12 0	50 11 6	...	...	3 11 0	...
...	...	2,202 15 6	2,119 13 5	83 2 1	2,202 15 6	...	...	1 14 1	...

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2a.	3.	4.	5.	6.	7.
				EASTERN CIRCLE, DEPARTMENT PERTABGURH			
1	Village Schools.	Gondah, ...	September, 1866,	36	...	...	36
2		Booapore, ...	Do., ...	55	...	...	55
3		Girwarah, ...	Do., ...	15	12	...	27
4		Baboo Gunj, ...	Do., ...	13	24	...	37
5		Sarai Abad No, ...	Do., ...	28	...	...	28
6		Sarai Rhooput, ...	Do., ...	19	2	...	21
7		Khirdehi, ...	Do., ...	34	...	...	34
8		Shumsair Gunj, ...	January, 1867, ...	32	3	...	35
9		Norehur, ...	September, 1866,	27	3	...	30
10		Pirthee Gunj, ...	Do., ...	25	...	...	25
11		Saif Abad, ...	Do., ...	5	11	...	16
12		Hunooman Gunj, ...	Do., ...	24	1	...	25
13		Abur Sund, ...	Do., ...	23	3	...	26
14		Daleeppore, ...	Do., ...	13	3	...	16
15		Jumhalee, ...	Do., ...	18	3	...	21
16		Seetlagunj, ...	Do, ...	16	4	...	20
17		Ramapore, ...	January, 1867, ...	9	...	...	9
18		Uddaipore, 1st, ...	Do, ...	14	2	...	16
19		Lal Gunj, 1st, ...	September, 1866,	11	27	...	38
20		Darah, ...	Do., ...	12	27	...	39
21		Buri, ...	Do., ...	6	31	...	37
22		Sunkramgurh, ...	Do., ...	34	...	...	34
23		Nawabgunge, ...	Do, ...	10	18	...	28
24		Nawata, ...	Do., ...	31	3	...	34
25		Guptee, ...	Do., ...	5	37	...	42
26		Manikpore, ...	Do., ...	1	42	...	43
27		Gyaspore, ...	Do, ...	1	14	...	15
28		Dharoopore, ...	Do., ...	33	4	...	37
29		Shahapore, ...	January, 1867, ...	6	5	...	11
30		Mulla Banda, ...	Do., ...	6	2	...	8
31		Yari, ...	September, 1866,	16	...	...	16
32		Mustufabad, ...	Do., ...	2	18	...	20
33		Uddaipore, 2nd, ...	Do., ...	27	4	...	31
34		Lalgunge, 2nd, ...	Do., ...	19	3	...	22
35		Bursuddaipore, ...	Do., ...	6	35	...	41
36		Para, ...	Do., ...	10	...	...	10
37		Dolah, ...	Do., ...	11	...	...	11
38		Urkha, ...	January, 1867, ...	16	2	...	18
39		Russoolpore, ...	September, 1866,	6	19	...	25
40		Uttai Gunj, ...	Do., ...	8	5	...	13
		Total, ...	...	683	367	...	1,050
				SOOLTANPORE			
1		Tiloee, ...	16th Jany., 1867,...	46	...	...	46
2		Shunkergunj, ...	17th Do, ...	27	3	...	30
3		Kuttari, ...	Do., ...	30	...	...	30
4		Jamoon, ...	18th Do., ...	19	...	...	19
5		Naseerabad, ...	Do., ...	9	37	...	46
6		Birnow, ...	25th Do., ...	7	1	...	8
7		Sumrowta, ...	19th Do., ...	31	5	...	36
8		Mowh, ...	20th Do., ...	22	2	...	24
9		Utrahta, ...	22nd Do., ...	6	...	...	6
10		Shuma Holour, ...	21st Do., ...	20	...	...	20
11		Nirthoa, ...	Do., ...	23	1	...	24
12		Suthun, ...	17th Do., ...	16	15	...	31
13		Sindoorwa, ...	19th Feby., 1867,	7	15	...	22
14		Kishoni, ...	18th Jany., 1867,	4	25	...	29
15		Shokulbazar, ...	16th Do., ...	33	...	...	33
16		Kirsio, ...	20th Do, ..	24	...	...	24
17		Futtehpore, ...	17th Do, ...	28	1	...	29
18		Gajunpore Douria, ...	19th Do., ...	38	...	...	38
19		Narrai, ...	Do., ...	36	2	...	38
20		Pindari, ...	18th Do., 1867,...	29	2	...	31
		Total, ...	...	455	109	...	564

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—(*Continued.*)

Average Daily Attendance during the past year.	Number of Pupils Studying in each language at the close of the Year.						Monthly rate of Schooling Fee.
	English.	Urdu.	Hindi.	Persian.	Sanscrit.	Arabic.	
8.	9.	9a.	9b.	9c.	9d.	9e.	10.
PUBLIC INSTRUCTION, OUDH.—(*Continued.*)							
DISTRICT.							
31	...	2	34	...	...	...	¼ to 2 annas.
38	...	2	55	...	...	...	"
17	...	26	1	...	...	...	"
28	...	26	11	...	...	...	"
22	...	25	3	...	...	...	"
13	...	8	14	...	...	...	"
23	...	3	32	...	...	...	"
27	...	2	28	...	...	...	"
22	...	4	26	...	...	...	"
14	...	11	14	...	...	...	"
12	...	15	...	1	...	...	"
17	...	4	21	...	...	...	"
15	...	...	26	...	...	...	"
10	...	14	2	...	...	...	"
16	...	14	7	...	...	...	"
11	...	14	6	...	...	...	"
6	...	...	9	...	...	...	"
10	...	7	9	...	...	...	"
21	...	12	3	21	...	...	"
35	...	34	5	...	...	...	"
25	...	24	1	12	...	...	"
24	...	4	30	...	...	...	"
13	...	27	8	...	...	...	"
15	...	22	...	12	...	...	"
32	...	42	...	...	...	...	"
28	...	43	...	...	...	...	"
9	...	15	...	...	...	...	"
20	...	2	35	...	...	...	"
8	...	...	4	7	...	...	"
6	...	4	4	...	...	...	"
8	...	3	13	...	...	...	"
11	...	20	...	...	...	...	"
23	...	25	6	...	...	...	"
12	...	...	22	...	...	...	"
26	...	37	3	1	...	...	"
8	...	6	4	...	...	...	"
5	...	11	8	...	...	...	"
11	...	7	11	...	...	...	"
9	...	11	14	4	...	...	"
5	...	7	6	...	...	...	"
686	...	533	475	58	...	...	¼ to 2 annas.
DISTRICT.							
37·93	...	6	40	6	3	...	¼ to 2 annas.
22·55	...	16	14	9	...	...	"
23·51	...	30	...	...	...	...	"
13·3	...	7	12	...	...	...	"
25·01	...	33	3	10	...	...	"
6·3	...	7	3	...	...	...	"
21·96	...	31	2	5	...	...	"
13·02	...	21	3	...	...	...	"
7·92	...	...	6	...	...	...	"
12·45	...	16	5	...	...	...	"
16·5	...	24	...	...	...	...	"
24·68	...	12	9	10	...	...	"
19·87	...	15	...	7	...	...	¼ to 4 annas.
21·23	...	18	1	10	...	...	"
23·48	...	...	38	...	...	...	½ anna.
18·13	...	18	8	3	...	...	¼ to ½ anna.
20·66	...	...	29	...	...	...	"
27·59	...	16	38	...	...	...	"
30·19	...	8	35	...	...	...	"
20·88	...	...	81	...	...	...	"
407·32	...	233	297	60	3	...	¼ to 4 annas.

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Receipts. From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of Assessment.	Fees, Fines, &c.
1.	2.	2a.	3.	11.	12.	13.	14.	15.
					EASTERN CIRCLE, DEPARTMENT			
							PERTABGURH	
							Rs. As. P.	Rs. As. P.
1	Village Schools.	Gondah, ...	September, 1866,	...	...	...	42 0 0	...
2		Booapore, ...	Do., ...	...	...	...	36 0 0	...
3		Girwarah, ...	Do., ...	...	...	...	42 6 0	...
4		Baboo Gunj, ...	Do., ...	...	...	...	43 0 0	...
5		Sarai Abad No, ...	Do., ...	...	...	...	42 0 0	...
6		Sarai Rhooput, ...	Do., ...	...	...	...	36 0 0	...
7		Khirdehi, ...	Do., ...	...	...	...	42 0 0	...
8		Shumsair Gunj, ...	January, 1867, ...	...	...	...	17 0 0	...
9		Norehur, ...	Septr., 1866, ...	...	...	...	42 0 0	...
10		Pirthee Gunj. ...	Do., ...	...	...	...	48 0 0	...
11		Saif Abad, ...	Do., ...	...	...	...	36 0 0	...
12		Hunooman Gunj, ...	Do., ...	...	...	...	36 0 0	...
13		Abur Sund, ...	Do., ...	...	...	...	42 0 0	...
14		Duleeppore, ...	Do., ...	...	...	...	42 0 0	...
15		Jumhaiee, ...	Do., ...	...	...	...	35 13 0	...
16		Seetlagunj, ...	Do., ...	...	...	...	42 0 0	...
17		Ramapore, ...	January, 1867, ...	...	...	...	12 0 0	...
18		Uddaipore, 1st, ...	Do., ...	...	...	...	12 0 0	...
19		Lalgunge, 1st, ...	September, 1866, ...	...	...	...	42 0 0	...
20		Darah, ...	Do., ...	...	...	...	38 0 0	...
21		Buri, ...	Do., ...	...	...	...	42 0 0	...
22		Sunkramgurh, ...	Do., ...	...	...	...	42 0 0	...
23		Nawabgunge, ...	Do., ...	...	...	...	48 0 0	...
24		Nawata, ...	Do., ...	...	...	...	40 0 0	...
25		Guptee, ...	Do , ...	...	...	...	45 0 0	...
26		Manikpore, ...	Do., ...	...	...	...	42 0 0	...
27		Gyaspore, ...	Do., ...	...	...	...	51 0 0	...
28		Dharoopore, ...	Do., ...	...	...	...	42 0 0	...
29		Shahapore, ...	January, 1867, ...	...	...	...	14 0 0	...
30		Mulla Banda, ...	Do., ...	...	...	...	12 0 0	...
31		Yari. ...	September, 1866, ...	...	...	...	36 0 0	...
32		Mustufa Abad, ...	Do., ...	...	...	...	44 9 9	...
33		Uddaipore, 2nd, ...	Do., ...	...	...	...	48 0 0	...
34		Lal Gunj, 2nd, ...	Do., ...	...	...	...	42 0 0	...
35		Bursuddaipore, ...	Do., ...	...	...	...	42 0 0	...
36		Para, ...	Do., ...	...	...	...	35 13 0	...
37		Delah, ...	Do., ...	...	...	...	46 0 0	...
38		Urkha, ...	January, 1867, ...	...	...	...	16 0 0	...
39		Russoolpore, ...	September, 1866,	...	...	...	38 0 0	...
40		Uttai Gunj, ...	Do., ...	...	...	...	36 0 0	...
		Total, ...	...	...	...	...	1,490 3 9	...
							SOOLTANPORE	
1		Tiloee, ...	16th Jany., 1867,	...	...	...	14 9 3	...
2		Shunkergunj, ...	17th Do., ...	...	...	...	11 3 9	...
3		Kuttari, ...	Do., ...	...	...	...	13 0 3	...
4		Jamoon, ...	18th Do., ...	...	...	...	15 3 9	...
5		Naseerabad, ...	Do., ...	...	...	...	17 5 9	...
6		Birnow, ...	25th Do., ...	...	...	...	11 7 3	...
7		Sumrowta, ...	19th Do., ...	...	...	...	16 7 9	...
8		Mowh, ...	20th Do., ...	...	...	...	11 3 9	...
9		Utrahta, ...	22nd Do., ...	...	...	...	11 10 9	...
10		Shums Holour, ...	21st Do., ...	...	...	...	15 5 0	...
11		Nirthoa, ...	Do., ...	...	...	...	13 4 0	...
12		Suthun, ...	17th Do., ..	...	...	...	17 2 0	1 7 6
13		Sindoorwa, ...	19th Feby., 1867,	...	...	...	13 2 0	...
14		Kishoni, ...	18th Jany., 1867,	...	...	...	11 6 10	0 1 0
15		Shokulbazar, ...	16th Do., ...	...	...	...	14 14 6	...
16		Kirsie, ...	20th Do., ...	...	...	...	11 5 6	...
17		Futtehpore, ...	17th Do., ...	...	...	...	19 1 6	...
18		Gajunpore Douria, ...	19th Do., ...	...	...	...	14 14 6	...
19		Narrai, ...	Do., ...	...	...	...	14 13 4	...
20		Pindari, ...	18th Do., ...	...	...	...	13 2 0	...
		Total, ...	...	...	...	...	280 11 5	1 8

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—*(Continued.)*

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Annual Cost of educating each Pupil. Cost to Government.
16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
PUBLIC INSTRUCTION, OUDH.—*(Contd.)*									
DISTRICT.—*(Concluded.)*									
		Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.			Rs. As. P.	
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 5 8	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	0 15 2	...
...	...	42 6 0	42 0 0	0 6 0	42 6 0	...	...	2 7 10	...
...	...	43 0 0	42 0 0	1 0 0	43 0 0	...	...	1 8 6	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 14 6	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	2 12 3	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 13 2	...
...	...	17 0 0	14 0 0	3 0 0	17 0 0	...	...	0 10 0	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 14 6	...
...	...	48 0 0	48 0 0	...	48 0 0	...	...	3 6 10	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	3 0 0	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	2 1 10	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	2 12 9	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	4 3 2	...
...	...	35 13 0	35 13 0	...	35 13 0	...	...	2 3 9	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	3 13 1	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	2 0 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 3 2	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	2 0 0	...
...	...	38 0 0	38 0 0	...	38 0 0	...	...	1 1 4	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 10 10	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 12 0	...
...	...	48 0 0	48 0 0	...	48 0 0	...	...	3 11 0	...
...	...	40 0 0	40 0 0	...	40 0 0	...	...	2 10 7	...
...	...	45 0 0	45 0 0	...	45 0 0	...	...	1 6 6	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 8 0	...
...	...	51 0 0	41 0 0	10 0 0	51 0 0	...	...	5 10 8	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	2 1 7	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	1 12 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	2 0 0	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	4 8 0	...
...	...	44 9 9	44 9 9	...	44 9 9	...	...	4 0 10	...
...	...	48 0 0	48 0 0	...	48 0 0	...	...	2 1 4	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	3 8 0	...
...	...	42 0 0	42 0 0	...	42 0 0	...	...	1 9 10	...
...	...	35 13 0	35 13 0	...	35 13 0	...	...	4 7 7	...
...	...	46 0 0	46 0 0	...	46 0 0	...	...	9 3 2	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	1 7 3	...
...	...	38 0 0	38 0 0	...	38 0 0	...	...	4 3 0	...
...	...	36 0 0	36 0 0	...	36 0 0	...	...	7 3 2	...
...	...	1,490 3 9	1,475 13 9	14 6 0	1,490 3 9	...	...	2 2 9	...
DISTRICT.—*(Concluded.)*									
...	...	14 9 3	14 9 3	...	14 9 3	...	...	0 6 2	...
...	...	11 3 9	11 3 9	...	11 3 9	...	...	0 7 10	...
...	...	13 0 3	13 0 3	...	13 0 3	...	...	0 8 8	...
...	...	15 3 9	15 3 9	...	15 3 9	...	...	1 2 9	...
...	...	17 5 9	17 5 9	...	17 5 9	...	...	0 11 1	...
...	...	11 7 3	11 7 3	...	11 7 3	...	...	1 14 6	...
...	...	16 7 9	16 5 9	0 2 0	16 7 9	...	...	0 12 0	...
...	...	11 3 9	11 3 9	...	11 3 9	...	...	0 13 10	...
...	...	11 10 9	11 10 9	...	11 10 9	...	...	1 7 4	...
...	...	15 5 0	15 2 0	0 3 0	15 5 0	...	...	1 4 5	...
...	...	13 4 0	13 2 0	0 2 0	13 4 0	...	...	0 13 3	...
...	...	18 9 6	17 2 0	1 7 6	18 9 6	...	...	0 10 7	...
...	...	13 2 0	13 2 0	...	13 2 0	...	...	0 10 6	...
...	...	11 7 10	11 6 10	0 1 0	11 7 10	...	...	0 8 9	...
...	...	14 14 6	14 14 6	...	14 14 6	...	...	0 10 4	...
...	...	11 5 6	11 5 6	...	11 5 6	...	...	0 10 1	...
...	...	19 1 6	18 14 6	0 3 0	19 1 6	...	...	0 14 6	...
...	...	14 14 6	14 14 6	...	14 14 6	...	...	0 8 6	...
...	...	14 13 4	14 13 4	...	14 13 4	...	...	0 7 11	...
...	...	13 2 0	13 2 0	...	13 2 0	...	...	0 10 0	...
...	...	282 3 11	280 1 5	2 2 6	282 3 11	...	...	0 11 1	..

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.			
				Hindoos.	Mahomedans.	Others.	Total.
1.	2.	2a.	3.	4.	5.	6.	7.
				EASTERN CIRCLE, DEPARTMENT			
							FYZABAD
1	Village Schools.	Burwaripore, ...	January, 1867, ...	36	1	...	37
2		Pahlipore, ...	Do., ...	32	3	...	35
3		Ittifatgunj, ...	Do., ...	27	4	...	31
4		Meopore, ...	Do., ...	30	...	...	30
5		Bhoggi, ...	Do., ...	27	3	...	30
6		Buskhari, ...	Do., ...	14	11	...	25
7		Kechoucha, ...	Do., ...	1	20	...	21
8		Ramnager, ...	Do., ...	13	6	...	19
9		Utrathoo, ...	Do., ...	2	10	...	12
10		Hussour, ...	Do., ...	5	3	...	8
11		Khaspore, ...	Do., ...	6	12	...	18
12		Pachawut, ...	Do., ...	11	2	...	13
13		Summunpore, ...	Do., ...	20	...	...	20
14		Chahora, ...	Do., ...	18	...	...	18
15		Paharpore, ...	Do., ...	20	2	...	22
16		Khemapore, ...	Do., ...	25	2	...	27
17		Kullianpore, ...	Do., ...	13	...	...	13
18		Newada, ...	Do., ...	19	...	...	19
19		Rodowpore, ...	Do., ...	7	...	...	7
20		Lukhunya, ...	Do., ...	9	...	...	9
21		Dera, ...	Do., ...	11	1	...	12
22		Ranipore, ...	Do., ...	17	...	...	17
23		Soorhoorpore, ...	Do., ...	16	3	...	19
24		Chandepore, ...	Do., ...	28	...	...	28
25		Baramudpore, ...	Do., ...	22	...	...	22
26		Roy Gunj, ...	Do., ...	8	...	...	8
27		Lorepore, ...	Do., ...	1	...	...	1
28		Malikpore, ...	Do., ...	...	...	...	...
29		Majhowra, ...	Do., ...	...	...	...	...
30		Buni Morani, ...	Do., ...	...	...	...	...
		Total, ...	...	438	83	...	521
		Grand Total of 4 Districts in the Eastern Circle, D. P. I., Oudh.	...	3,094	776	...	3,870
							RECAPITU
		Western Circle, ...	...	3,005	585	2	3,592
		Eastern Circle, ...	...	3,094	776	..	3,870
		Grand Total, ...	...	6,099	1,361	2	7,462

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—*(Continued.)*

Average Daily Attendance during the past year.	No. of Pupils studying in each language at the close of the Year.						Monthly rate of Schooling fee.
	English.	Urdu.	Hindee.	Persian.	Sanscrit.	Arabic.	
8.	9.	9a.	9b.	9c.	9d.	9e.	10
PUBLIC INSTRUCTION.—*(Continued.)*							
DISTRICT.							
28	...	19	18	...	...	...	¼ to 4 annas.
31	...	12	23	...	...	...	"
21	...	29	2	...	...	...	"
19	...	...	30	...	...	...	"
26	...	3	27	...	...	...	"
14	...	12	13	5	...	...	"
15	...	21	...	...	...	...	"
14	...	6	13	...	...	...	"
9	...	10	2	...	...	...	"
8	...	8	...	...	...	...	"
12	...	18	...	...	...	...	"
12	...	..	13	...	...	...	"
19	...	...	20	...	...	...	"
15	...	...	18	...	...	...	"
16	...	5	17	1	...	...	"
20	...	22	7	1	...	...	"
11	...	...	13	...	...	...	"
13	...	19	...	...	...	...	"
4	...	...	7	...	..	...	"
9	...	...	9	...	...	...	"
9	...	12	...	...	...	...	"
12	...	11	3	3	...	...	"
16	...	7	15	...	...	..	"
13	...	...	28	...	...	...	"
15	...	...	22	...	...	...	"
3	...	...	8	...	...	...	"
1	...	...	...	1	...	...	"
...	...	...	...	...	...	...	"
...	...	...	...	...	...	...	"
...	...	...	...	...	...	...	"
385	...	211	308	11	...	...	¼ to 4 annas
2,641·33	...	1,996	1,771	156	5	..	¼ to 4 annas
LATION.							
2,653·43	14	1,787	1,781	109	...	...	¼ to 2 annas
2,641 33	...	1,996	1,771	156	5	...	¼ to 4 annas.
5,294·76	14	3,783	3,552	265	5	...	¼ to 4 annas

APPEN

INSTITUTIONS FOR

TABLE 3A.—*Return of the Hulkabundee*

Number.	Name of Institution.	Locality.	When Established.	Receipts. From Government.	Proceeds of Endowment.	Subscriptions, Donations, &c.	Local rate of Assessment.	Fees, Fines, &c.
1.	2.	2a.	3.	11.	12.	13.	14.	15.
					EASTERN CIRCLE, DEPARTMENT			FYZABAD
							Rs. As. P.	Rs. As. P.
1	Village Schools	Burwarepore, ...	January, 1867, ...	...	...	...	12 6 0	...
2		Pahlipore, ...	Do., ...	...	...	...	17 0 0	...
3		Ittlfatgunj, ...	Do., ...	...	...	...	12 0 0	...
4		Meopore, ...	Do., ...	...	...	...	14 0 0	...
5		Bhoggi, ...	Do., ...	...	...	...	14 0 0	...
6		Buskhari, ...	Do., ...	...	...	...	18 0 0	...
7		Kechoucha, ...	Do., ...	...	...	...	16 0 0	...
8		Ramnager, ...	Do., ...	...	...	...	14 0 0	...
9		Utrathoo, ...	Do., ...	...	...	...	16 0 0	...
10		Hussour, ...	Do., ...	...	...	...	12 0 0	...
11		Khaspore, ...	Do., ...	...	...	...	12 0 0	...
12		Pachawut, ...	Do., ...	...	...	...	12 0 0	...
13		Summunpore, ...	Do., ...	...	...	...	14 0 0	...
14		Chahora, ...	Do., ...	...	...	...	14 0 0	...
15		Paharpore, ...	Do., ...	...	...	...	12 0 0	...
16		Khemapore, ...	Do., ...	...	...	...	16 0 0	...
17		Kullianpore, ...	Do., ...	...	...	...	12 0 0	...
18		Newada, ...	Do., ...	...	...	...	12 0 0	...
19		Rodowpore, ...	Do., ...	...	...	...	12 0 0	...
20		Lukhunya, ...	Do., ...	...	...	...	12 0 0	...
21		Dera, ...	Do., ...	...	...	...	12 0 0	...
22		Ranipore, ...	Do., ...	...	...	...	12 0 0	...
23		Soorhoorpore, ...	Do., ...	...	...	...	16 0 0	...
24		Chandepore, ...	Do., ...	...	...	...	12 0 0	...
25		Baramudpore, ...	Do., ...	...	...	...	12 0 0	...
26		Roygunge, ...	Do., ...	...	...	...	12 0 0	...
27		Lorepore, ...	Do., ...	...	...	...	18 0 0	...
28		Malikpore, ...	Do., ...	...	...	...	12 0 0	...
29		Majhoura, ...	Do., ...	...	...	...	12 0 0	...
30		Buni Morani, ...	Do., ...	...	...	...	12 0 0	...
		Total, ...	...	...	...	...	403 6 0	...
		Grand Total of 4 Districts in the Eastern Circle, D. P. I., Oudh.	...	...	...	...	4,202 15 8	175 13 6
		Western Circle, ...	...	...	...	10	5,676 8 11	504 9 1
		Eastern Circle, ...	...	...	...	...	4,202 15 8	175 13 6
		GRAND TOTAL, ...	...	...	...	10	9,879 8 7	680 6 7

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 22nd May, 1867.

DIX A.

GENERAL EDUCATION.

Schools, Oudh, for the year 1866-67.—*(Concluded.)*

			Charges.					Annual Cost of educating each Pupil.	
Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.
16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
MENT PUBLIC INSTRUCTION.—(*Contd*).									
DISTRICT.—(*Contd.*)									
		Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P			Rs. A. P.	
...	...	12 6 0	12 0 0	0 6 0	12 6 0	...	...	0 7 0	...
...	...	17 0 0	17 0 0	...	17 0 0	...	...	0 8 9	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 9 2	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	0 11 9	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	0 8 7	...
...	...	18 0 0	18 0 0	...	18 0 0	...	...	1 5 8	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	1 1 0	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	1 0 0	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	1 12 5	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 8 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 10 8	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 14 9	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	0 11 2	...
...	...	14 0 0	14 0 0	...	14 0 0	...	...	0 12 5	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 12 0	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	0 12 10	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 1 5	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 14 9	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	3 0 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 5 4	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 5 4	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	1 0 0	...
...	...	16 0 0	16 0 0	...	16 0 0	...	...	1 0 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 14 9	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 12 10	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	4 0 0	...
...	...	18 0 0	18 0 0	...	18 0 0	...	...	18 0 0	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	...	403 6 0	403 0 0	0 6 0	403 6 0	...	...	1 0 9	...
...	...	4,378 13 2	4,278 12 7	100 0 7	4,378 13 2	...	...	1 10 6	...
...	...	6,191 2 0	6,128 2 0	63 0 0	6,191 2 0	...	...	2 5 4	...
...	...	4,378 13 2	4,278 12 7	100 0 7	4,378 13 2	...	...	1 10 6	...
...	...	10,569 15 2	10,406 14 7	163 0 7	10,569 15 2	...	...	1 15 11	...

W. HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 3B.—*Government Schools of the Lower Class (Female Schools) in the Province of Oudh for the year* 1866-67.

Name of Institution	Locality	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	Number of Pupils Studying in each language at the close of the year.						Monthly rate of Schooling Fee.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
1.	2.	3	4.	5	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10	11.	12	13.
																	Rs.
Shahabad Girls' School, ...	Shahabad, ...	11th Feby., 1867,	10	1	...	11	9	...	...	11	...	...	...	Free, ...	...	...	8
Hydergurh ditto, ...	Hydergurh, ...	1st May, 1866,	11	1	...	12	10	...	...	12	...	...	...	Do, ...	...	...	...
Hindu ditto, ...	Hoseingunj, Lucknow, ...	14th Feby, 1867,	12	...	...	12	9	...	..	12	...	...	...	Do., ..	...	...	...
Mahomedan ditto, ...	Ditto, ...	Do., ...	...	11	...	11	7	...	11	...	...	...	...	Do., ...	...	...	...
Ameenabad ditto, ...	Lucknow, ...	8th Feby., 1867,	...	23	...	23	19	...	23	...	...	...	.	Do, ...	...	...	...
Moulvigunge ditto, ...	Ditto, ...	Do, ...	...	14	...	14	10	...	14	...	...	...	...	Do., ...	...	...	...
Total, ...	Six Schools, ...	...	33	50	...	83	64	.	48	35	...	..	..	Do., .	...	...	8

APPENDIX A.

TABLE 3B.—*Government Schools of the Lower Class (Female Schools) in the Province of Oudh for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c	Sale of Books.	Other Sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	14	15.	16.	17.	18.	19.	20.	21	22	23.	24.	25.
			Rs As P.	Rs. As P.	Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As P.			Rs. As. P.	Rs. As. P.
Shahabad Girls' School,	Shahabad, ...	11th Feby., 1867,	...	...	...	...	0 8 0	8 0 0	...	8 0 0	...	...	0 14 3	...
Hydergurh Ditto, ...	Hydergurh, ...	1st May, 1866,	80 0 0	...	...	...	80 0 0	80 0 0	...	80 0 0	...	...	8 0 0	...
Hindu Ditto, ...	Hoseingunj, Lucknow, ...	14th Feby., 1867,	...	...	...	11 6 2	11 6 2	6 3 3	5 2 11	11 6 2	...	...	1 4 3	...
Mahomedan Ditto, ...	Ditto, ...	Do., ...	...	...	...	11 6 2	11 6 2	6 3 3	5 2 11	11 6 2	...	...	1 10 0	...
Ameenabad Ditto, ...	Lucknow, ...	8th Feby, 1867,	..	...	...	42 0 3	42 0 3	42 0 3	...	42 0 3	...	...	2 3 4	...
Moulvigunge Ditto, ..	Ditto, ...	Do, ...	...	...	...	33 15 0	33 15 0	33 15 0	...	33 15 0	...	..	3 6 0	...
Total, ...	Six Schools, ...	...	80 0 0	...	...	98 11 7	186 11 7	176 5 9	10 5 10	186 11 7	...	...	2 14 9	...

Office of Director of Public Instruction, Oudh:
Lucknow, the 22nd May, 1867

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 5.—*Private Schools of the Higher Class in the Province of Oudh, open to Government Inspection, for the year* 1866-67.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the year.						Monthly rate of Schooling Fee.	Receipts.			
			Hindoos	Mahomedans.	Others.	Total.		English.	Urdoo.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Canning College, ...	Ameenabad, Lucknow City, ...	1st May, 1864, ...	311	212	10	533	411	383	372	3	47	103	102	1 A. to Rs. 10	24,475 5 4	...	...	22,877 3 2
American M. School, ...	Hosseinabad, Lucknow City, ...	1858, ...	194	75	6	275	212	233	64	25	114	3	3	1 A. to 6 As.	1,925 0 0	...	...	2,191 0 0
Church M. School, ...	Wuzeergunj, Lucknow City, ...	July, 1859, ...	92	26	12	130	101	90	84	29	68	...	7	1 A to 2 As.	1,650 0 0	...	...	749 1 0
Baraitch M. School, ...	Baraitch, ...	2nd May, 1862, ...	110	40	1	151	121	85	126	90	30	...	...	1 A. to 1 Re.	2,263 0 0	2,200 0 0	...	110 0 0
Total, ...	Four Schools, ...	...	707	353	29	1,089	845	791	646	147	259	106	112	1 A. to 10 Rs.	30,313 5 4	2,200 0 0	...	25,927 4 2

APPENDIX A.

TABLE 5.—*Private Schools of the Higher Class in the Province of Oudh, open to Government Inspection, for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As P.	Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Canning College, ...	Ameenabad, Lucknow City, ...	1st May, 1864, ...	2,551 14 6	40 0 0	11 12 9	49,956 3 9	32,774 0 0	961 9 4	33,735 9 4	16,220 10 5	...	82 1 3	59 8 9
American M. School, ...	Hosseinabad, Lucknow City,	1858, ...	232 4 6	325 9 6	...	4,673 14 0	4,659 9 3	...	4,659 9 3	14 4 9	...	21 15 2	9 1 3
Church M. School, ...	Wuzeergunj, Lucknow City, ...	July, 1859, ...	68 8 9	13 15 0	824 7 3	3,306 0 0	2,953 0 0	347 0 0	3,300 0 0	6 0 0	...	32 10 9	16 5 5
Baraitch M. School, ...	Baraitch, ...	2nd May, 1862, ...	173 13 0	...	...	4,746 13 0	4,638 9 9	85 0 0	4,723 9 9	23 3 3	...	39 0 7	18 11 2
Total, ...	Four Schools, ...	..	3,026 8 9	379 3 6	836 4 0	62,682 14 9	45,025 3 0	1,393 9 4	46,418 12 4	16,264 2 5	...	54 14 11	35 14 0

Office of Director of Public Instruction, Oudh:
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 5A.—*Private Schools of the Middle Class in the Province of Oudh, open to Government Inspection, for the year* 1866-67.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the Year.						Monthly rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Ajudhya School, ...	Ajudhya, ...	23rd Jany., 1865,	54	6	1	61	53	37	50	47	...	...	...	1 A. to 1 Re.	385 0 0	...	...	385 0 0
Zeidpore ditto, ...	Zeidpore, ...	20th Decr., 1864,	34	38	...	72	68	39	53	19	33	...	...	6 P. to 2 As.	440 0 0	...	...	494 2 8
Futtehpore ditto, ...	Futtehpore, ...	1st Jany., 1865,...	64	26	...	90	71	50	90	90	35	...	...	6 P. to 8 As.	440 0 0	...	...	554 9 6
Sandee ditto, ...	Sandee, ...	Ditto, ...	62	18	...	80	70	48	80	76	...	...	...	3 P. to 8 As.	385 0 0	...	...	735 14 6
Mallawan ditto, ...	Mallawan, ...	Ditto, ...	90	8	...	98	68	58	17	23	...	...	...	6 P. to 4 As.	385 0 0	...	...	434 1 0
Balrampore ditto, ...	Balrampore, ...	1861, ...	132	23	...	155	116	91	28	89	20	16	...	1 anna.	763 2 10	1,198 5 8	...	...
Khyrabad Mission School,	Khyrabad, ...	20th Jany., 1862,	89	6	17	112	72	42	32	48	14	10	...	½ to 6 annas.	550 0 0	...	...	190 11 3
Muchretta School, ...	Muchretta, ...	1st March, 1865,	44	18	...	62	46	17	43	53	6	6	...	½ to 4 annas.	462 0 0	...	...	462 0 0
Dostpore ditto, ...	Dostpore, ...	1st Jany., 1866,...	35	31	...	66	40	20	52	16	20	...	...	½ to 8 annas.	220 0 0	...	...	220 0 0
Bangermow ditto, ...	Bangermow, ...	1st Septr., 1865,	49	17	...	66	57	18	37	40	4	...	...	6 pie.	400 0 0	...	...	400 0 0
Saadutgunj ditto, ...	Saadutgunj, ...	1865, ...	80	29	3	112	68	75	39	20	8	2	...	1 to 4 annas.	275 0 0	...	...	223 3 6
Sudder Bazaar ditto, ...	Sudder Bazaar, Lucknow, ...	June, 1866, ...	43	14	4	61	45	61	20	40	6	...	...	3 annas.	143 3 7	...	...	200 0 0
Hussungunj ditto, ...	Hussungunj, Lucknow, ...	1866, ...	35	12	...	47	45	36	16	9	40	...	...	1 to 4 annas.	107 6 8	...	...	165 0 3
Madhogunj ditto, ...	Madhogunj, ...	18th June, 1866, ..	51	...	...	51	31	16	4	50	1	...	...	Different.	190 5 2	...	...	179 13 6
Roy Bareilly M. Boys' ditto,	Roy Bareilly, ...	6th Sept., 1866,	46	8	2	56	39	56	48	15	...	...	...	Different rates.	233 5 4	...	...	262 6 8
Rajah Sheo Durshun Singh's School, ...	Chandapore, ...	13th ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	18 0 0	...	...	...
TOTAL, ...	16 Schools, ...	...	908	254	27	1,189	889	664	609	635	192	34	...	3 pie to 1 Re.	5,397 7 7	1,198 5 8	...	4,906 14 10

APPENDIX A.

TABLE 5A.—*Private Schools of the Middle Class in the Province of Oudh, open to Government Inspection, for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Receipts.—(*Concluded.*) Sale of Books.	Receipts.—(*Concluded.*) Other Sources.	Receipts.—(*Concluded.*) Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.
Ajudhya School, ...	Ajudhya, ...	23rd Jany., 1865,	88 4 0	...	...	858 4 0	752 0 0	...	752 0 0	106 4 0	...	14 3 0	7 4 3
Zeidpore ditto, ...	Zeidpore, ...	20th Decr., 1864,	31 13 6	...	...	966 0 2	840 14 4	93 4 4	934 2 8	31 13 6	...	13 11 9	6 7 5
Futtehpore ditto, ...	Futtehpore, ...	1st Jany., 1865,...	50 8 0	33 3 3	...	1,078 4 9	856 3 6	138 6 0	994 9 6	83 11 3	...	14 0 2	6 3 2
Sandee ditto, ...	Sandee, ...	Ditto, ..	30 11 3	...	...	1,151 9 9	1,023 0 0	128 9 9	1,151 9 9	...	...	16 7 3	5 8 9
Mallawan ditto, ...	Mallawan, ...	Ditto. ...	30 9 0	...	...	849 10 0	849 10 0	19 0 0	868 10 0	...	19 0 0	12 12 5	5 10 7
Balrampore ditto, ...	Balrampore, ..	1861, ...	31 8 6	31 9 0	...	2,024 10 0	2,001 6 6	23 3 6	2,024 10 0	...	...	17 7 3	6 9 3
Khyrabad Mission School,	Khyrabad, ...	20th Jany, 1862,	62 10 0	28 4 0	378 0 0	1,209 9 3	1,100 0 0	109 9 3	1,209 9 3	...	...	16 12 9	7 5 2
Muchretta School, ...	Muchrettah, ..	1st March, 1865,	14 5 3	21 0 6	...	959 5 9	924 0 0	75 13 0	999 13 0	...	40 7 3	21 11 9	10 0 8
Dostpore ditto, ...	Dostpore, ...	1st Jany., 1866,...	23 2 0	...	...	463 2 0	440 0 0	23 2 0	463 2 0	...	...	11 9 3	5 8 0
Bangermow ditto, ...	Bangermow, ..	1st Septr., 1865,	23 10 6	...	...	823 10 6	823 10 6	...	823 10 6	...	...	14 7 2	7 0 3
Saadutgunj ditto, ...	Saadutgunj, ...	1865, ...	36 7 0	...	...	534 10 6	534 10 6	...	534 10 6	...	...	7 13 6	4 8 0
Sudder Bazaar ditto, ...	Sudder Bazaar, Lucknow, ...	June, 1866, ...	103 8 0	...	...	446 11 7	379 15 10	75 0 0	454 15 10	...	8 4 3	10 1 9	3 2 9
Hussungunj ditto, ...	Hussungunj, Lucknow, ...	1866, ...	31 13 0	...	...	304 3 11	304 3 11	...	304 3 11	...	...	6 12 2	2 6 2
Madhogunj ditto, ...	Madhogunj, ...	18th June, 1866,...	34 4 6	3 4 3	...	407 11 5	378 0 4	10 10 3	388 10 7	19 0 10	...	12 8 7	6 2 3
Roy Bareilly M. Boys' ditto	Roy Bareilly, ...	6th Septr., 1866,	37 1 0	33 11 0	117 0 0	683 8 0	583 8 0	100 0 0	683 8 0	...	...	17 8 5	5 15 9
Rajah Sheo Durshun Singh's School, ...	Chandapore, ...	13th ditto, ..	...	...	...	18 0 0	18 0 0	...	18 0 0	...	...	...	...
Total, ...	16 Schools, ...	...	630 3 6	151 0 0	495 0 0	12,778 15 7	11,809 3 5	796 10 1	12,605 13 6	240 13 7	67 11 6	14 2 10	6 1 2

Office of Director of Public Instruction, Oudh:
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPEN

TABLE 6.—*Private Schools of the Lower Class in the Province*

	Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year				Average Daily Attendance.
				Hindoos.	Mahomedans.	Others.	Total.	
	1.	2.	3.	4.	5.	6.	7.	8.
1	Ghousegunge School, ...	Ghousegunge, ...	1st Jany., 1865,	70	2	...	72	49
2	Gopamow ditto, ...	Gopamow, ...	21st Jany., 1865,	16	20	...	36	29
3	Palee ditto, ...	Palee, ...	27th March, 1865,	33	10	...	43	32
4	Pahanee ditto, ...	Pahanee, ...	1st April, 1865,	40	18	...	58	34
5	Secundrabad ditto, ...	Secundrabad, ...	1st Novr., 1862,	42	7	...	49	36
6	Dhowrchra ditto, ...	Dhowrchra, ...	14th Decr., 1865,	21	3	...	24	13
7	Pylah ditto, ...	Pylah, ...	1st Jany., 1865,	...	...	...	...	...
8	Kheree ditto, ...	Kheree, ...	Do, ...	...	...	...	...	...
9	Ocl ditto, ...	Ocl, ...	1st Decr., 1864,	...	...	...	...	...
10	Esanugur ditto, ...	Esanugur, ...	24th Feby., 1865,	...	...	...	...	...
11	Singhace ditto, ...	Singhace, ...	18th Jany., 1865,	...	...	...	...	...
12	Burwar, ditto, ...	Burwar, ...	13th Jany., 1865,	13	7	...	20	17
13	Pusgawan, ditto, ...	Pusgawan, ...	Do., ...	30	...	...	30	23
14	Aurungabad ditto, ...	Aurungabad, ...	28th Jany., 1865,	30	10	...	40	24
15	Tumbore ditto, ...	Tumbore, ...	12th March, 1865,	25	15	...	40	32
16	Luhurpore ditto, ...	Luhurpore, ...	18th March, 1865,	136	30	...	166	41
17	Paintypore ditto, ...	Paintypore, .	6th March, 1865,	61	13	...	74	62
18	Hargwan ditto, ...	Hargwan, ...	23rd Jany, 1866,	90	13	...	103	47
19	Neemsar ditto, ...	Neemsar, ...	24th Jany., 1866,	58	...	...	58	29
20	Kootoobnager ditto, ...	Kootoobnager, ...	17th Jany., 1866,	38	16	...	54	41
21	Moharajnager ditto, ...	Moharajnager, ...	20th Jany., 1866,	40	2	...	42	35
22	Mahmudabad ditto, ...	Mahmudabad, ..	25th June, 1861,	46	4	...	50	31
23	Mobarukpore ditto, ...	Mobarukpore, ...	9th April, 1866,	29	2	...	31	23
24	Paraspore ditto, ...	Paraspore, ...	15th Novr, 1865,	47	9	...	56	38
25	Tarabgunge ditto, ...	Tarabgunge, ...	15th Decr, 1865,	38	2	...	40	15
26	Dhurmnager ditto, ...	Dhurmnager, ...	1864, ...	10	...	...	10	8
27	Churdah ditto, ...	Churdah, ...	Do., ...	8	...	...	8	7
28	Muttra ditto, ...	Muttra, ...	1861, ...	21	3	...	24	18
29	Sheopore ditto, ...	Sheopore, ...	1864, ...	13	...	...	13	10
30	Digbejoynager ditto, ...	Digbejoynager, ...	1864, ...	8	...	...	8	8
31	Toolseepore ditto, ...	Toolseepore, ...	1863, ...	21	...	...	21	15
32	Punchperwa ditto, ...	Punchperwa, ...	Do., ...	16	...	...	16	13
33	Pipehra ditto, ...	Pipehra, ...	1861, ...	11	1	...	12	10
34	Girdharyan ditto, ...	Girdharyan, ...	1865, ...	14	...	...	14	12
35	Chhowdree-ke-dilee ditto,	Chhowdree-ke-dilee	1866, ...	10	...	...	10	7
36	Nawabgunge Allahabad do.,	Nawabgunge, Allahabad, ...	1st August, 1866	22	7	...	29	16
37	Nasirgunge ditto,	Nasirgunge, ...	16th Sept, 1866,	31	10	...	41	26
38	Shunkerpore Sarai ditto,	Shunkerpore Sarai,	January, 1867, ..	31	2	...	33	25
	Total, ...	38 Schools, ...	...	1,119	206	...	1,325	826

DIX A.

of Oudh, open to Government Inspection, for the year 1866-67.

Number of Pupils studying in each language at the close of the year.						Monthly rate of Schooling Fee.	Receipts.		
English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment
9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.
							Rs As. P.	Rs. As. P.	
...	72	72	...	...	...	Various rates.	220 0 0	...	...
...	36	36	8	...	...	½ A. to 1 A.	220 0 0	...	...
...	11	22	10	...	...	Various rates.	110 0 0	...	...
10	42	57	...	...	...	3 P. to 1 A.	154 0 0	...	...
...	16	33	...	...	...	Do.	210 0 0	...	...
...	5	19	...	...	...	...	41 7 6	...	...
...	...	...	...	...	...	...	12 0 0	...	...
...	...	...	...	...	...	...	12 0 0	...	...
...	...	...	...	...	...	...	12 0 0	...	...
...	...	...	...	...	...	...	12 0 0	...	...
...	...	...	...	...	...	...	12 0 0	...	...
...	13	10	...	...	...	½ to 1 A.	...	...	...
...	10	20	...	...	...	Do.	...	...	...
...	24	16	...	...	...	Do.	...	...	...
...	29	15	12	...	...	½ A. to 2 As.	231 0 0	...	...
...	79	87	...	...	...	3 P. to 2 As.	231 0 0	...	...
...	55	47	...	...	...	½ A. to 4 As.	231 0 0	...	...
...	42	37	...	...	...	½ A. to 2 As.	188 0 0	...	...
...	7	51	...	...	...	½ A. to 1 A.	55 4 0	...	...
...	31	23	...	...	...	Do.	169 6 0	...	...
...	16	26	...	...	...	Do.	199 8 0	...	...
...	15	36	4	6	...	...	...	...	...
...	17	23	2	...	...	½ A. to 1 A.	108 5 4	...	...
...	43	14	18	...	...	½ A. to 2 As.	220 0 0	...	...
...	38	14	18	...	...	3 P. to 2 As.	132 0 0	...	...
...	...	10	...	...	...	Free.	...	74 0 0	...
...	...	8	...	...	...	Do.	...	62 0 0	...
...	5	22	...	...	...	Do.	...	153 0 0	...
...	6	8	...	...	...	Do.	...	73 0 0	...
...	...	8	...	...	...	Do.	...	61 0 0	...
...	...	17	...	8	...	Do.	...	60 0 0	...
...	4	12	...	...	...	Do.	...	74 0 0	...
...	6	7	...	...	...	Do.	...	85 0 0	...
...	...	14	...	...	...	Do.	...	61 0 0	...
...	...	10	...	...	...	Do.	...	60 0 0	...
...	...	15	14	...	...	Do.	105 0 0	...	...
...	20	16	5	...	...	Do.	66 0 0	...	...
...	33	...	...	...	...	3 P. to 2 As.	...	...	...
10	675	805	91	14	...	3 P. to 4 As.	2,951 14 10	763 0 0	...

APPEN

TABLE 6.—*Private Schools of the Lower Class in the Province*

	Name of Institution.	Locality.	When Established.	Receipts.— Subscriptions, Donations, &c.,	Fees, Fines, &c.	Sale of Books.
	1.	2.	3.	14.	15.	16.
				Rs. As. P.	Rs. As. P.	Rs. As. P.
1	Ghousegunge School, ...	Ghousegunge, ...	1st Jany., 1865,	179 10 0	34 15 6	...
2	Gopamow ditto, ...	Gopamow, ...	21st Jany, 1865,	218 14 0	7 8 3	...
3	Palee ditto, ...	Palee, ...	27th March, 1865,	...	14 8 0	...
4	Pahanee ditto, ...	Pahanee, ...	1st April, 1865,	41 3 8	8 15 9	...
5	Secundrabad ditto, ...	Secundrabad, ...	1st Novr., 1862,	209 0 0	12 2 4	...
6	Dhowrehra ditto, ...	Dhowrehra, ...	14th Decr., 1865,	33 12 0	...	...
7	Pylah ditto, ...	Pylah, ...	1st Jany., 1865,	...	...	...
8	Kheree ditto, ...	Kheree, ...	Do., ...	...	...	...
9	Oel ditto, ...	Oel, ...	1st Decr., 1864,	...	...	...
10	Esanugur ditto, ...	Esanugur, ...	24th Feby., 1865,	...	...	...
11	Singhaee ditto, ...	Singhaee, ...	18th Jany., 1865,	...	...	...
12	Burwar, ditto, ...	Burwar, ...	13th Jany., 1865,	132 0 0	4 2 0	...
13	Pusgawan ditto, ...	Pusgawan, ...	Do., ...	142 5 6	1 7 6	0 12 0
14	Aurungabad ditto, ...	Aurungabad, ...	28th Jany., 1865,	132 0 0	5 12 0	1 11 0
15	Tumbore ditto, ...	Tumbore, ...	12th March, 1855,	231 0 0	6 4 0	...
16	Luhurpore ditto, ...	Luhurpore, ...	18th March, 1865,	231 0 0	10 0 0	...
17	Paintypore ditto, ...	Paintypore, ...	6th March, 1865,	231 0 0	36 6 0	...
18	Hargwan ditto, ...	Hargwan, ...	23rd Jany., 1866,	188 0 0	30 15 6	...
19	Neemsar ditto, ...	Neemsar, ...	24th Jany., 1866,	55 4 0	7 2 0	0 8 6
20	Kootoobnager ditto, ...	Kootoobnager, ...	17th Jany., 1866,	169 6 0	10 15 0	0 11 0
21	Moharajnager ditto, ...	Moharajnager, ...	20th Jany, 1866,	199 8 0	20 2 2	...
22	Mahmudabad ditto, ...	Mahmudabad, ...	25th June, 1861,	...	...	...
23	Mobarukpore ditto, ...	Mobarukpore, ...	9th April, 1866,	108 5 4	5 3 0	...
24	Paraspore ditto, ...	Paraspore, ...	15th Novr., 1865,	221 7 0	25 7 6	...
25	Tarabgunge ditto, ...	Tarabgunge, ...	15th Decr., 1865,	186 9 6	9 6 0	...
26	Dhurmnager ditto, ...	Dhurmnager, ...	1864, ...	...	...	...
27	Churdah ditto, ...	Churdah, ...	Do., ...	...	...	...
28	Muttra ditto, ...	Muttra, ...	1861, ...	...	...	...
29	Sheopore ditto, ...	Sheopore, ...	1863, ...	...	...	...
30	Digbejoynager ditto, ...	Digbejoynager, ...	1864, ...	...	...	...
31	Toolseepore ditto, ...	Toolseepore, ...	1863, ...	...	...	...
32	Punchperwa ditto, ...	Punchperwa, ...	Do., ...	...	...	...
33	Pipehra ditto, ...	Pipehra, ...	1861, ...	...	...	...
34	Girdharyan ditto, ...	Girdharyan, ...	1865, ...	...	...	...
35	Chhowdree-ke-dilee ditto,	Chhowdree-ke-dilee,	1866, ...	...	...	...
36	Nawabgunge Allahabad do.,	Nawabgunge, Allahabad, ...	1st August, 1866,	105 0 0	...	...
37	Nasirgunge ditto, ...	Nasirgunge, ...	16th Sept., 1866,	66 0 0	...	...
38	Shunkerpore Sarai ditto,	Shunkerpore Sarai,	Jany., 1867, ...	15 0 0	3 0 0	...
	Total, ...	38 Schools, ...	...	3,096 5 0	254 4 6	3 10 6

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH :
The 22nd May, 1867.

DIX A.

of Oudh, open to Government Inspection, for the year 1866 67.—(Concluded.)

(*Concluded.*)		Charges.			Excess of Receipts over Charges.	Excess of charges over Receipts.	Annual cost of educating each Pupil.	
Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
17.	18.	19.	20.	21.	22.	23.	24.	25.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	434 9 6	423 2 0	2 15 0	426 1 0	8 8 6	...	8 11 1	4 7 10
...	446 6 3	438 14 0	...	438 14 0	7 8 3	...	15 2 2	7 9 4
...	124 8 0	110 0 0	1 8 3	111 8 3	12 15 9	...	3 7 9	3 7 0
...	204 3 5	195 3 8	8 2 9	203 6 5	0 13 0	...	5 15 9	4 8 6
...	431 2 4	418 0 0	...	418 0 0	13 2 4	...	11 9 9	5 13 4
...	75 3 6	67 8 0	1 0 0	68 8 0	6 11 6	...	5 4 4	3 3 0
...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	12 0 0	12 0 0	...	12 0 0	...	...	...	...
...	136 2 0	132 0 0	4 2 0	136 2 0	...	...	8 0 1	...
...	144 9 0	132 0 0	10 5 6	142 5 6	2 3 6	...	6 3 0	...
...	139 7 0	142 0 0	2 0 0	144 0 0	...	4 9 0	6 0 0	...
...	468 4 0	419 6 9	32 2 3	451 9 0	16 11 0	...	14 1 9	7 3 6
...	472 0 0	371 0 0	26 9 6	397 9 6	74 6 6	...	9 11 2	5 10 2
...	498 6 0	453 1 6	31 9 6	484 11 0	13 11 0	...	7 13 1	3 10 2
...	406 15 6	377 0 0	17 15 6	394 15 6	12 0 0	...	8 6 5	4 0 0
...	118 2 6	111 12 6	18 12 0	130 8 6	...	12 6 0	4 8 0	1 14 6
...	350 6 0	349 2 8	37 2 4	386 5 0	...	35 15 0	9 6 6	4 2 1
...	419 2 2	406 0 0	51 3 6	457 3 6	...	38 1 4	13 1 0	5 11 2
...	...	...	...	...	...	...	...	...
...	221 3 8	221 13 8	...	221 13 8	...	...	9 10 4	4 11 4
...	466 14 6	427 11 9	26 7 0	454 2 9	12 11 9	...	11 15 3	5 12 6
...	327 15 6	291 5 0	31 15 6	323 4 6	4 11 0	...	21 8 10	8 12 9
...	74 0 0	66 0 0	8 0 0	74 0 0	...	...	9 2 0	...
...	62 0 0	55 0 0	7 0 0	62 0 0	...	...	8 13 9	...
...	153 0 0	143 0 0	10 0 0	153 0 0	...	...	8 8 0	...
...	73 0 0	66 0 0	7 0 0	73 0 0	...	...	7 4 9	...
...	61 0 0	55 0 0	6 0 0	61 0 0	...	...	7 10 0	...
...	60 0 0	55 0 0	5 0 0	60 0 0	...	...	4 0 0	...
...	74 0 0	66 0 0	8 0 0	74 0 0	...	...	5 11 1	...
...	85 0 0	77 0 0	8 0 0	85 0 0	...	...	5 8 0	...
...	61 0 0	55 0 0	6 0 0	61 0 0	...	...	5 1 4	...
...	60 0 0	55 0 0	5 0 0	60 0 0	...	...	8 9 1	...
...	210 0 0	210 0 0	...	210 0 0	...	...	13 2 0	6 9 0
...	132 0 0	132 0 0	...	132 0 0	...	...	5 1 3	2 8 7
...	18 0 0	18 0 0	...	18 0 0	...	...	0 11 6	...
...	7,069 2 10	6,600 1 6	373 14 7	6,974 0 1	186 2 1	90 15 4	8 5 7	3 9 2

W. HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 6A.—*Private Schools of the Lower Class (Female Schools) in the Province of Oudh for the year* 1866-67.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the year.						Monthly rate of Schooling Fee.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.
Lucknow Girls' School, ...	Lucknow, ...	1859, ...	...	...	47	47	45	47	...	...	...	...	...	Rs. 4 to 28, ...	Rs. As. P. 1,100 0 0	...	...
Nawabstaful Zenana ditto,	Ditto, ...																
Ramnoger ditto ditto,	Ditto, ...																
Rustumnugur ditto ditto,	Ditto, ...	1865, ...	10	130	...	140	109	10	137	6	...	...	...	Free, ...	825 0 0	...	...
Elichkhan-ka-Maidan ditto,	Ditto, ...																
Ragged Girls' School, ...	Ditto, ...																
Victoria ditto ditto,	Ditto, ...	1865, ...															
Kazi-ka-Bagh ditto ditto,	Ditto, ...	1865, ...															
Yahayagunge ditto ditto,	Ditto, ...	1865, ...	...	117	...	117	75	...	117	...	...	...	...	Do., ...	1,133 7 0	...	...
Golagunge ditto ditto,	Ditto, ...	1865, ...															
Raja-ka-Bazaar ditto ditto,	Ditto, ...	1865, ...															
Roy Bareilly A. M. Girls' School.	Roy Bareilly,...	6th Sept., 1866,	....	19	...	19	14	...	19	...	...	...	...	Do., ...	58 5 4	...	...
TOTAL, ...	12 Schools, ...	...	10	266	47	323	243	57	273	6	...	...	...	Do., ...	3,116 12 4	...	...

APPENDIX A.

TABLE 6A.—*Private Schools of the Lower Class (Female Schools) in the Province of Oudh for the year* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.
Lucknow Girls' School, ...	Lucknow, ...	1859, ...	1,642 0 0	3,450 0 0	...	...	6,192 0 0	6,400 8 9	165 0 0	6,565 8 9	...	373 8 9	145 14 5	24 7 1
Nawabstaful Zenana ditto,	Ditto, ...													
Ramnoger ditto ditto,	Ditto, ...													
Rustumnugur ditto ditto,	Ditto, ...	1865, ...	825 0 0	...	...	...	1,650 0 0	1,650 0 0	...	1,650 0 0	...	...	15 2 2	7 9 1
Elichkhan-ka-Maidan ditto,	Ditto, ...													
Ragged Girls' School, ...	Ditto, ...													
Victoria ditto ditto,	Ditto, ...	1865, ...												
Kazi-ka-Bagh ditto ditto,	Ditto, ...	1865, ..												
Yahayagunge ditto ditto,	Ditto, ...	1865, ...	1,133 7 0	...	...	...	2,266 14 0	2,266 14 0	...	2,266 14 0	...	...	30 3 7	15 1 9
Golagunge ditto ditto,	Ditto, ...	1865, ...												
Raja-ka-Bazaar ditto ditto,	Ditto, ...	1865, ...												
Roy Bareilly A. M. Girls' School.	Roy Bareilly,...	6th Sept., 1866,	61 10 8	...	...	...	120 0 0	109 0 0	11 0 0	120 0 0	...	...	8 9 2	4 2 8
Total, ...	12 Schools, ...	...	3,662 1 8	3,450 0 0	...	...	10,228 14 0	10,426 6 9	176 0 0	10,602 6 9	...	373 8 9	43 10 1	12 13 3

Office of Director of Public Instruction, Oudh.
Lucknow, the 22nd May, 186[illegible]

W HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 7.—*Government Institutions for Special or Professional Education (including Normal Schools) in the Province of Oudh for* 1866-67.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the year.						Monthly rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Urdoo.	Hindi.	Persian	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.		Rs. As. P.	Rs. As. P.
Normal School, Lucknow,	Lucknow, ...	1st Sept., 1864, ...	122	84	...	206	144	...	183	206	79	...	...	*Nil.*	3,910 13 1	...	11,573 13 9	190 0 0
Normal School, Fyzabad,	Fyzabad, ...	15th Jany., 1866,	...	...	...	...	122	...	...	...	...	...	...	*Nil.*	...	...	8,666 11 2	...
TOTAL, ...	Two Schools, ...	...	122	84	...	206	266	...	183	206	79	...	...	*Nil.*	3,910 13 1	...	20,240 8 11	190 0 0

APPENDIX A.

TABLE 7.—*Government Institutions for Special or Professional Education (including Normal Schools) in the Province of Oudh for* 1866-67.—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.	
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.
Normal School, Lucknow,	Lucknow, ...	1st Sept., 1864,	17 8 1	...	...	15,692 2 11	15,097 6 3	594 12 8	15,692 2 11	...	...	108 15 7	27 2 6
Normal School, Fyzabad,	Fyzabad, ...	15th Jany., 1866,	...	...	...	8,666 11 2	8,395 12 3	270 14 11	8,666 11 2	...	...	71 0 7	...
Total, ...	Two Schools, ...	..	17 8 1	...	...	24,358 14 1	23,493 2 6	865 11 7	24,358 14 1	...	...	91 9 2	14 11 3

Office of Director of Public Instruction, Oudh:
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 9.—*Abstract of Attendance at the Government and Private Institutions during the year* 1866-67.

		Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
General Education, ...	Government, ...	...	1,427	10,706	12,133	
	Private, ...	...	1,089*	2,837	3,926	* Of these eight students are in the College Department of the Canning College.
Special Education, ...	Government, ...	...	206	...	206	
	Private, ...	...	...	...	...	
	Total, ...	...	2,722	13,543	16,265	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 10.—*Abstract of Receipts and Charges at the Government and Private Institutions for the year* 1866-67.

		Receipts.				Charges.				Remarks.
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.	
			Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education,	Government, ...	...	36,935 0 2	44,651 5 11	81,586 6 1	...	36,935 0 2	44,651 5 11	81,586 6 1	The following items have been omitted in the Receipts and Charges — Books, &c., purchased from Imperial Funds, ... 9,278 12 1; Do. from Cess. do., 2,554 15 9; Repairs to Government Schools, ... 7,381 6 11; Building Village Schools, ... 1,800 3 0; Building Grant to Futtehpore School from Imperial Funds, ... 1,158 0 0; Do from School do., 1,719 5 3; Books for Prizes, ... 453 14 0; Total, Rs. .. 24,346 9 0
	Private, ...	...	62,682 14 9	30,077 0 5	92,759 15 2	...	46,418 12 4	30,182 4 4	76,601 0 8	
Special Education,	Government, ...	...	24,358 14 1	...	24,358 14 1	...	24,358 14 1	...	24,358 14 1	
	Private, ...	...	...	...	...	...	...	...	...	
Total, ...		...	1,23,976 13 0	74,728 6 4	1,98,705 3 4	...	1,07,712 10 7	74,833 10 3	1,82,546 4 10	

Office of Director of Public Instruction, Oudh,
Lucknow:
The 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 11.—*Abstract of Grants-in-aid received by Private Institutions during the year* 1866-67.

	Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education, ...	...	*30,313 5 4	†11,355 2 9	41,668 8 1	* Includes Rs. 111 on account of Scholarships. † Includes Rs. 1,158 on account of Building Grant to the Futtehpore Aided School.
Special Education, ...	...	...	...	...	
TOTAL, ...	...	30,313 5 4	11,355 2 9	41,668 8 1	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 12.—*Progressive Statement of Attendance and Cost of Education at each Institution for the last five years.*

Name of Institution.	1862-63.			1863-64.			1864-65.			1865-66.			1866-67.		
	Average Attendance	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
GOVERNMENT SCHOOLS OF THE HIGHER CLASS.															
Zillah Schools.															
Fyzabad, ...	63·3	2,793 5 3	44 1 7	80	4,957 1 10	61 15 5	133	6,852 6 8	51 8 4	220	6,614 9 9	30 1 0	260	6,397 2 6	24 9 8
Gondah, ...	43	4,271 14 10	99 5 6	42	2,312 13 11	55 1 1	75	3,226 14 4	43 0 5	86	3,904 8 0	45 4 10	108	3,764 8 0	34 13 8
Roy Bareilly, ...	55	492 0 0	8 15 1	25	495 6 4	19 13 0	54	3,144 15 0	58 3 10	74	3,468 15 0	46 14 0	85	3,273 6 6	38 8 2
Sultanpore, ...	No Re cords ae ailab le.			27	417 2 4	15 7 2	81	3,159 2 3	39 0 0	122	3,653 6 3	29 15 1	122	3,167 12 3	25 15 5
Pertabgurh, ...	3·64	2,764 10 8	759 8 4	12	2,658 11 9	221 8 11	79	3,236 14 9	40 15 7	89	3,655 10 11	41 1 2	79	3,183 5 9	40 4 9
Seetapore, ...	45·8	4,976 0 9	108 10 4	47	4,075 4 5	86 11 4	50	3,704 7 11	74 1 5	102	3,995 13 8	39 2 9	115	4,192 9 10	36 7 4
Hurdui, ...	50·13	1,397 6 6	27 15 2	46	1,769 13 0	38 7 7	42	2,823 3 2	67 3 6	78	2,898 10 2	37 2 7	80	3,134 15 10	39 3 4
Lukhimpore, ...	49·8	2,936 11 8	58 15 5	45	3,161 1 0	70 3 11	57	3,447 11 9	60 7 9	79	3,231 9 0	40 14 6	80	3,016 9 9	37 11 4
Nawabgunj (B.B.), ...	30 78	1,776 0 0	59 3 1	43	2,019 0 0	38 1 6	75	3,127 6 3	41 11 2	133	3,551 2 0	26 4 3	109	3,272 5 2	30 0 4
Oonao, ...	42·8	840 0 0	19 10 0	40	2,357 4 9	58 14 11	83	3,192 0 0	38 7 4	106	3,326 7 0	31 6 1	[illegible]	3,532 4 7	39 3 11

APPENDIX A.

TABLE 12.—*Progressive Statement of Attendance and Cost of Education at each Institution for the last five years.*—(Continued.)

Name of Institution.	1862-63.			1863-64.			1864-65.			1865-66.			1866 67.		
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.															
A. V. Tehsili Schools.															
Akberpore, ..	...	...	...	...	...	..	32	1,505 15 3	47 0 0	79	1,472 2 8	18 10 2	78	1,296 2 0	16 9 10
Tandah, ...	...	...	...	73	180 0 0	2 7 5	73	675 12 8	9 4 1	80	1,153 7 2	14 6 8	77	1,026 12 0	13 5 4
Atroulah, ...	...	...	...	...	...	...	44	1,095 8 4	24 14 4	49	1,389 10 2	28 5 6	62	1,283 11 8	20 12 7
Durriabad, ...	36 99	301 15 3	8 3 10	38	305 0 0	8 0 5	63	1,179 13 0	18 11 7	66	1,629 7 0	24 11 0	69	1,281 15 9	18 9 3
Rodowlee, ...	...	...	...	25	291 2 0	11 10 4	36	558 1 0	15 8 0	88	1,023 6 0	11 10 1	76	930 4 6	12 3 10
Poorwah, ...	18	125 8 0	6 15 7	19	140 0 6	7 5 11	77	1,146 15 6	14 14 4	130	1,731 13 11	13 5 2	136	1,745 13 6	12 13 5
Hydergurh, ...	...	...	...	...	...	..	50	1,054 8 6	21 1 5	68	1,397 13 3	20 8 10	68	1,251 3 6	18 6 5
Jais, ...	No Re	cords availa	ble.	47	140 7 6	10 4 1	73	1,165 5 6	15 15 5	95	1,553 5 6	16 5 7	98	1,481 15 6	15 1 11
Inhonah, ...	D	o. Do.		41	331 4 1	8 1 3	49	567 1 8	11 9 2	65	1,414 5 4	21 12 2	60	1,123 9 0	18 11 7
Biswah, ...	22 75	303 0 0	13 5 2	48	246 10 0	5 2 2	64	1,213 2 2	18 5 11	64	1,574 6 6	23 10 7	89	1,467 15 8	16 7 11
Shahabad, ...	113 11	1,377 7 6	12 2 10	107	1,347 0 0	12 9 5	93	2,295 8 6	24 10 11	148	2,531 1 3	17 1 8	180	2,483 2 4	13 12 8
Bilgram, ...	62	1,064 6 9	17 2 8	84	1,210 0 0	14 9 5	57	2,248 14 0	39 7 3	97	2,698 2 9	27 13 1	97	2,403 8 8	24 13 3
Sandilah, ...	...	...	...	36	1,141 3 0	31 11 2	42	1,261 15 11	30 0 9	72	1,711 8 4	23 12 4	81	1,479 12 11	18 4 3
Golah, ...	73·67	710 3 8	9 10 3	52	1,194 11 4	12 9 3	43	1,059 11 10	24 10 4	49	1,263 9 7	25 12 7	68	836 13 11	12 4 11
Mohumdee, ...	No Re	cords availa	ble.	50	1,644 5 6	32 14 3	61	563 0 0	9 3 8	74	1,178 8 0	15 14 10	109	1,277 15 11	11 11 7
Colonelgunj, ...	...	...	...	...	...	...	34	930 13 8	27 10 3	60	1,454 2 4	24 3 9	60	1,140 13 6	19 0 3
Nanparah, ...	...	...	...	...	...	...	40	1,147 9 6	28 11 0	46	1,174 14 3	25 8 8	59	1,051 1 0	17 13 0
Salone, ...	...	...	...	...	...	...	41	671 8 0	16 6 0	53	1,375 3 6	25 15 2	50	1,141 10 6	22 13 4
Nawabgunj, ...	...	...	...	...	...	...	...	...	...	41	922 12 5	22 8 1	58	1,223 5 11	21 1 6

GOVERNMENT SCHOOLS OF THE LOWER CLASS.																
Vernacular Tehsili Schools.																
Nagpore Jelalpore, ...	...	...	...	...	...	...	27	398 6 0	14 12 1	42	545 1 8	12 15 8	80	612 12 6	7 13 1
Ramnager, ...	...	...	..	12	3_5 6 3	27 1 10	24	399 15 6	16 10 8	42	465 8 6	11 1 4	45	425 5 0	9 7 3
Chumrowlee, ...	14	120 0 0	8 9 2	17	138 2 10	8 2 0	58	527 1 6	9 1 5	52	550 15 3	10 9 6	53	530 6 1	10 0 1
Suffipore, ...	...	...	...	9	131 11 0	14 10 1	55	510 3 1	9 4 5	54	594 12 9	11 0 4	60	531 8 4	8 13 9
Dulmow, ...	...	...	...	...	...	...	38	339 14 0	8 15 0	45	520 3 7	11 8 11	45	512 0 6	11 6 3
Behar (R. B.), ...	...	...	...	...	...	...	35	421 13 3	12 0 10	41	514 15 6	13 4 8	39	493 7 9	12 10 5
Jugdeespore, ...	...	...	...	...	...	...	18	172 0 0	9 9 1	34	462 2 3	13 9 6	45	508 6 0	11 4 9
Puttee, ...	...	...	...	...	...	...	55	243 7 0	4 6 10	50	556 1 8	11 1 11	47	499 9 11	10 10 1
Behar (Pertabgurh), ...	...	...	...	...	...	...	28	136 6 7	4 13 11	44	589 2 3	13 6 3	44	482 14 6	10 15 7
Misrick, ...	...	...	...	18	240 0 0	13 5 4	31	349 14 5	11 4 7	29	487 9 2	16 13 0	58	455 5 3	11 15 6
Baree, ...	...	...	...	33	241 5 9	7 5 0	43	443 8 5	10 5 0	48	561 5 0	11 4 1	51	476 11 11	9 5 7
Mulliabad, ...	...	...	...	26	241 5 0	9 4 5	50	732 1 8	14 10 3	62	850 1 0	13 11 4	92	639 7 7	6 15 2
Koorsee, ...	...	...	...	21	240 0 0	11 6 10	49	615 15 10	12 9 1	45	537 10 0	11 15 2	46	483 0 1	10 8 9
Amethee, ...	...	...	...	32	240 0 0	7 8 0	43	562 14 9	13 1 5	58	559 3 9	9 10 3	72	540 0 10	7 8 0
Model School, Lucknow, ...	...	...	...	...	...	...	...	...	...	19	489 13 0	25 12 6	55	765 15 2	13 14 10
Village Schools.															
Village Schools in Zillah Oonao, ...	...	...	...	..	...	...	...	...	...	1,094	5,081 10 10	4 10 4	1,593	5,343 12 4	3 5 0
Ditto ditto, Lucknow, ...	...	..	..	...	...	...	...	...	...	...	...	...	413	359 5 6	0 15 5
Ditto ditto, Durriabad, ..	...	...	...	...	...	...	...	...	...	...	...	...	598	436 8 2	0 11 8
Ditto ditto, Fyzabad, ...	...	...	..	...	...	...	...	...	...	...	...	...	385	403 6 0	1 0 9
Ditto ditto, Roy Bareilly,	..	...	...	...	...	...	...	...	...	...	...	..	163	2,202 15 6	1 14 3
Ditto ditto, Sultanpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	1,407	282 3 11	0 11 1
Ditto ditto, Pertabgurh,	...	...	...	...	...	...	...	...	...	...	...	...	686	1,190 3 9	2 2 7
One do ditto, Hurdui, ..	...	...	...	...	...	...	...	...	...	...	...	...	49	11 8 0	0 3 9
GOVERNMENT SCHOOLS OF THE LOWER CLASS.															
Female Schools.															
Shahabad Girl's School, ...	...	...	...	...	...	...	...	...	...	...	...	...	9	8 0 0	0 14 3
Hydergurh ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	10	80 0 0	8 0 0
Hindu ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	9	11 6 2	1 4 3
Mahomedan ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	7	11 6 2	1 10 0
Ameenabad ditto, ...	...	...	..	...	...	...	...	...	...	...	...	..	19	42 0 3	2 3 4
Mouloviegunj ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	10	33 15 0	3 6 0

APPENDIX A.

TABLE 12.—*Progressive Statement of Attendance and Cost of Education at each Institution for the last five years.*—(Continued.)

Name of Institution.	1862-63.			1863-64.			1864-65.			1865-66.			1866-67.		
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
PRIVATE SCHOOLS OF THE HIGHER CLASS.															
Canning College, ...	...	...	...	...	...	...	346	26,606 1 6	108 2 10	346	31,310 6 0	90 7 10	411	33,735 9 4	82 1 3
American Mission School Hosenabad, ...	...	...	...	50	6,660 0 0	133 3 2	92	3,106 14 7	33 12 4	150	4,650 11 7	31 0 1	275	4,659 9 3	21 15 2
Church Mission School, ...	36	2,627 6 6	72 15 5	52	4,472 13 0	86 0 3	61	4,792 1 6	78 8 11	85	3,600 0 3	42 5 7	130	3,300 0 0	32 10 9
Baraitch Mission ditto, ...	109	6,002 7 9	55 1 1	118	4,776 0 0	40 7 7	129	4,994 4 3	38 11 5	139	5,125 9 9	36 14 0	151	4,723 9 9	39 0 7
PRIVATE SCHOOLS OF THE MIDDLE CLASS.															
Ajudhya School, ...	...	...	...	...	...	...	20	484 9 8	24 3 8	49	821 14 9	16 12 4	53	752 0 0	14 3 0
Zeidpore ditto, ...	...	...	...	...	...	...	20	196 3 11	9 12 11	64	921 10 3	14 6 5	68	934 2 8	13 11 9
Futtehpore ditto, ...	...	...	...	...	...	...	12	182 15 6	15 3 11	68	1,053 11 3	15 7 11	71	994 9 6	14 0 2
Sandee ditto, ...	...	...	...	...	...	...	25	135 0 0	5 6 5	58	971 1 0	16 11 10	70	1,151 9 9	16 7 3
Mullawan ditto, ...	...	...	...	...	...	...	45	196 7 0	4 5 10	66	757 13 4	11 7 8	68	868 10 0	12 12 5
Balrampore ditto, ...	75	1,850 0 0	24 10 0	92	1,920 0 0	20 13 0	100	2,166 0 0	21 10 7	109	2,160 0 0	24 9 7	111	2,024 10 0	77 7 3
Khyrabad ditto, ...	40	360 0 0	9 0 0	30	420 0 0	14 0 0	35	420 0 0	12 0 0	60	1,234 15 0	20 9 4	72	1,209 9 3	16 12 9
Machrettah ditto, ...	...	...	...	...	...	...	79	144 13 11	1 13 3	74	866 2 0	11 11 3	46	999 13 0	21 11 9
Dostpore ditto, ...	...	...	...	...	...	...	...	...	...	20	120 0 0	6 0 0	40	463 2 0	11 9 3
Bangermow ditto, ...	...	...	...	...	...	...	...	...	...	57	591 11 0	10 6 1	57	823 10 6	14 7 2
Saadutgunj ditto, ...	...	...	...	...	...	...	...	...	...	61	259 11 9	4 4 1	68	534 10 6	7 13 6
Sudder Bazar ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	45	454 15 10	10 1 9
Hussungunj ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	45	304 3 11	6 12 2
Madhogunj ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	31	388 10 7	12 8 7
Roy Bareilly M. Boys' ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	39	683 8 0	17 8 5
Raja Sheo Durshun Singh's School, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	18 0 0	...

PRIVATE SCHOOLS OF THE LOWER CLASS.																														
Ghousegunj School,	...	...	...	...	...	...	...	...	...	30	57	6	0	1	14	7	39	493	8	0	12	10	5	49	454	9	6	8	11	1
Gopamow ditto,	...	...	...	...	...	...	...	...	...	17	85	8	9	5	7	7	36	482	7	3	13	6	5	29	438	14	0	15	2	2
Palee, ditto,	...	...	...	...	...	...	...	...	...	24	...			...			32	190	7	9	5	15	3	32	111	8	3	3	7	9
Pihanee, ditto,	...	...	...	...	...	...	...	...	...	35	...			...			40	321	8	6	8	0	7	34	203	6	5	5	15	9
Sikundrabad ditto,	...	...	...	...	...	...	...	...	...	24	291	0	0	12	2	0	41	430	7	9	10	7	11	36	418	0	0	11	9	9
Dhowrerah, ditto,	...	...	...	...	...	...	...	...	...	7	42	15	6	6	2	0	21	2	2	14	7	11	1	5	13	68	8	0	5	4	4
Pylah, ditto,	...	...	...	...	...	...	...	...	...	24	32	0	0	1	5	4	35	437	4	6	12	7	10	...	12	0	0	...		
Kheree, ditto,	...	...	...	...	...	...	...	...	...	32	67	3	5	2	1	9	40	232	0	0	5	1	2	...	12	0	0	...		
Oel, ditto,	...	...	...	...	...	...	...	...	...	14	61	11	6	4	6	6	40	284	0	0	7	1	7	...	12	0	0	...		
Esanugger, ditto,	...	...	...	...	...	...	...	...	...	4	19	1	1	4	12	3	11	207	8	10	18	13	10	...	12	0	0	...		
Singhaee, ditto,	...	...	...	...	...	...	...	...	...	16	41	6	8	2	9	5	30	281	15	3	9	6	4	...	12	0	0	...		
Burwar, ditto,	...	...	...	...	...	...	...	...	...	13	43	5	8	3	5	4	17	159	0	0	9	5	7	17	136	2	0	8	0	1
Pusgawan, ditto,	...	...	...	...	...	...	...	...	...	18	43	5	8	2	6	6	23	164	0	0	5	13	3	23	142	5	6	6	3	0
Aurungabad ditto,	...	...	...	...	...	...	...	...	...	12	37	8	9	3	2	0	14	264	7	0	18	14	4	24	144	0	0	6	0	0
Tumbore, ditto,	...	...	...	...	...	...	...	...	...	29	48	8	9	1	10	9	29	309	11	4	10	10	10	32	451	9	0	14	1	9
Lahurpore, ditto,	...	...	...	...	...	...	...	...	...	11	46	0	0	4	2	10	36	550	8	0	15	4	8	41	397	9	6	9	11	2
Painteypore ditto,	...	...	...	...	...	...	...	...	...	35	67	6	8	1	14	1	60	468	0	0	7	12	9	62	484	11	0	7	13	1
Hurgaon ditto,	...	...	...	...	...	...	...	...	...	...	...			...			39	92	4	6	2	5	10	47	394	15	6	8	6	5
Neemsar ditto,	...	...	...	...	...	...	...	...	...	...	...			...			23	24	13	6	1	1	3	29	130	8	6	4	8	0
Kootoobnugger ditto,	...	...	...	...	...	...	...	...	...	...	...			...			33	74	8	2	2	4	1	41	386	5	0	9	6	6
Maharajnugger ditto,	...	...	...	...	...	...	...	...	...	...	...			...			20	86	3	10	4	4	11	35	457	3	6	13	0	0
Mahmudabad ditto,	...	...	...	...	...	...	...	...	...	33	297	4	0	9	2	0	28	504	9	10	18	0	4	31	...			...		
Mobaruckpore ditto,	...	...	...	...	...	...	...	...	...	...	...			...			14	*			...			23	221	13	8	9	10	4
Paruspore ditto,	...	...	...	...	...	...	...	...	...	...	...			...			46	173	4	9	2	12	3	38	454	2	9	11	15	3
Tarubgunj ditto,	...	...	...	...	...	...	...	...	...	...	...			...			14	102	10	0	7	15	3	15	323	4	6	21	8	10
Dharumnugger ditto,	...	...	...	...	...	...	...	...	...	...	...			...			8	67	0	0	8	0	0	8	74	0	0	9	2	0
Chardah ditto,	...	...	...	...	...	...	...	...	...	8	50	0	0	6	4	0	8	68	0	0	8	8	0	7	62	0	0	8	13	9
Muthra ditto,	...	21	134	0	0	9	7	0	23	198	0	0	8	9	0	8	61	0	0	7	10	0	8	174	0	0	8	11	2	18	153	0	0	8	8	0
Sheopore ditto,	...	...	...			...			10	35	0	0	3	8	0	25	198	0	0	7	14	0	20	85	0	0	7	1	4	10	73	0	0	7	4	9
Drigbijoynugger ditto,	...	...	...			...			...	...			...			12	92	0	0	7	11	0	12	68	0	0	8	8	0	8	61	0	0	7	10	0
Toolseepore ditto,	...	...	...			...			9	54	0	0	6	0	0	8	50	0	0	6	4	0	8	76	0	0	6	14	6	15	60	0	0	4	0	0
Punchperwah ditto,	...	...	...			...			18	92	0	0	5	2	0	11	72	0	0	6	8	0	11	82	0	0	5	7	5	13	74	0	0	5	11	1
Pipora, ditto,	...	18	96	0	0	5	5	0	22	96	0	0	4	6	0	22	92	0	0	4	3	0	15	84	0	0	6	0	0	10	85	0	0	5	8	0
Girdharayian ditto,	...	...	...			...			...	...			...			14	92	0	0	6	13	0	14	45	0	0	5	10	0	12	61	0	0	5	1	4
Chowdhree-ki-dili School,	...	...	...			...			...	...			...			...	...			...			8	26	0	0	3	4	0	7	60	0	0	8	9	1
Nowabgunj Alliabad School,	...	...	...			...			...	...			...			...	...			...			...	...			...			16	210	0	0	13	2	0
Nasirgunj ditto,	...	...	...			...			...	...			...			...	...			...			...	...			...			26	132	0	0	5	1	3
Shunkerpore Serai ditto,	...	...	...			...			...	...			...			...	...			...			...	...			...			25	18	0	0	0	11	6

* This School opened since 6th April, 1866, only.

APPENDIX A.

TABLE 12.—*Progressive Statement of Attendance and Cost of Education at each Institution for the last five years.*—(Concluded.)

Name of Institution.	1862-63.			1863-64.			1864-65.			1865-66.			1866-67.		
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance	Total Cost.	Cost of each Pupil's Education.	Average Attendance	Total Cost.	Cost of each Pupil's Education.
PRIVATE SCHOOLS OF THE LOWER CLASS.—(*Continued.*)		Rs. As. P.	Rs. As P.		Rs. As P.	Rs As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Female Schools.															
Lucknow Girls' School, ...	53	6,803 3 0	128 5 9	50	6,560 13 5	131 3 5	53	6,947 6 6	131 1 4	43	7,839 6 11	182 5 0	45	6,565 8 9	145 14 5
Nowbustapul Zenana School,	...	...	...	...	...	...	26	49 1 6	1 14 4						
Ramnugger ditto,...	...	...	...	...	...	...	47	53 8 6	1 2 3						
Rustumnugger ditto,...	...	...	...	...	...	...	43	45 15 9	1 1 1	119	1,550 15 6	13 0 6	109	1,650 0 0	15 2 2
Elich Khan ka-Maidan do.,...	...	...	...	..	...	...	26	16 0 9	0 3 9						
Ragged Girls' ditto,...	...	...	...	...	...	...	...	...	...						
Vitoria ditto,...	...	...	...	...	...	...	33	910 4 0	13 0 11	20	...	...			
Kazi-ka-bag ditto,...	...	...	...	...	...	...	...	...	...	...	...	...			
Yahyagunj, ditto,...	...	...	...	...	...	...	...	...	...	9	...	...	75	2,266 14 0	30 3 7
Golagunj, ditto,...	...	...	...	...	...	...	..	...	...	12	...	...			
Raja-ka-Bazar, ditto,...	...	...	...	...	...	...	...	...	...	...	...	...			
Roy Bareilly, A. M., ditto, .	...	...	...	...	...	...	...	...	...	...	...	...	14	120 0 0	8 9 2
Normal Schools.															
Normal School, Lucknow, ..	...	...	...	...	...	...	77	7,423 4 4	96 6 6	125	14,336 1 8	114 11 0	144	15,692 2 11	108 15 7
Do. do., Fyzabad, ...	...	...	...	...	...	...	...	...	...	155	3,854 0 9	25 0 11	122	8,666 11 2	71 0 7

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH.
Lucknow, the 22nd May, 1867

W HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 13.—*Distinctions conferred by the Calcutta University during the year* 1866-67.

Number.	Names of Students.	Name of Institution.	Distinctions conferred.	Remarks.
1	Abinash Chunder Ghose, ...	Canning College.	Calcutta University Entrance Examination, Grade II.	
2	Buldeo Pershad, ...	Ditto.	Ditto, ditto.	
3	Bishambher Dyal, ...	Ditto.	Ditto, ditto.	
4	Preethee Nath, ...	Ditto.	Ditto, ditto.	
5	Buderooddeen, ...	Ditto.	Ditto, Grade III.	
6	A. Nundy, ...	Ditto.	Ditto, ditto.	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 14B.—*Return of Junior Scholarships gained at Schools during the year* 1866-67.

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	Rs. As. P.	For how long tenable.	For proficiency in what language.	Remarks.
Gopi Nath, ...	Fyzabad, ...	1st July, 1866, ...	Stipendiary, ...	6 0 0	One year, ...	General Proficiency.	
Janki Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	6 0 0	Ditto, ...	Ditto.	
Kuccoo Mul, ...	Ditto, ...	Ditto, ...	Ditto, ...	6 0 0	Ditto, ...	Ditto.	
Permeshwaree Dass, ...	Ditto, ...	Ditto, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Alli Mohummed, ...	Ditto, ...	1st October, 1866, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Chundoo Lall, ...	Ditto, ...	1st July, 1866, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Badri Pershad, ...	Ditto, ...	1st October, 1866, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Gobind Sarun, ...	Ditto, ...	1st July, 1866, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Mohadeo Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Narayan Dass, ...	Ditto, ...	1st October, 1866, ...	Ditto, ...	6 0 0	Ditto, ...	Ditto.	
Mohummed Alli, ...	Ditto, ...	Ditto, ...	Ditto, ...	6 0 0	Ditto, ...	Ditto.	
Alli Hossein, ...	Ditto, ...	1st January, 1867, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Oulad Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Mursil Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Ganesh Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Banowaree Lall, ...	Akberpore, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Nabi Mohummed, ...	Sultanpore, ...	D tto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Kareem Buksh, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Bhagwan Dayal, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Kalka Pershad, ...	Bilgram, ...	Ditto, ...	Ditto, ...	5 0 0	Ditto, ...	Ditto.	
Munnee Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Anny Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	3 0 0	Ditto, ...	Ditto.	
Rughber Dayal, ...	Shahabad, ...	1st February, 1867, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Moolchund, ...	Ditto, ...	Ditto, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Anandi Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Gobind Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	1 0 0	Ditto, ...	Ditto.	
Raj Bahadoor, ...	Ditto, ...	Ditto, ...	Di'to, ...	1 0 0	Ditto, ...	Ditto.	
Nanuek Chund, ...	Lukhimpore, ...	1st March, 1867, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Nehal Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	
Janki Pershad, ...	Mohumdee, ...	Ditto, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Hur Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Goor Sahoy, ...	Ditto, ...	Ditto, ...	Ditto, ...	2 0 0	Ditto, ...	Ditto.	
Ram Sahoy, ...	Nawabgunge, B. B., ...	1st October, 1866, ...	Ditto, ...	4 0 0	Ditto, ...	Ditto.	

M Rookna Aulum,	...	...	Ditto,	...	Ditto,	...	Ditto,	..	4 0 0	Ditto,	...	Ditto.
Kirpa Dayal,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Mata Pershad,	...	...	Ditto,	...	14th January, 1867,	...	Ditto,	..	4 0 0	Ditto,	...	Ditto.
Shunker Lall,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Deen Dayal,	...	...	Ditto,	...	1st February, 1867,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Girja Dayal,	...	...	Oonao,	...	1st July, 1866,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Brij Lall,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Matadin,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Kamta Pershad,	...	...	Ditto,	...	1st October, 1866,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Moolchund,	...	...	Ditto,	...	1st July, 1866,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Thakoor Dass Bhattacharjee,	...	...	Seetapore,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Arjoon Singh,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Beni Pershad Bhattacharjee,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Mungul Sein,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Imdad Alli,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Bahadoor Hossein,	...	...	Ditto,	...	14th February, 1867,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto
Ramdeen,	...	...	Ditto,	...	15th March, 1867,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Abid Alli,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.
Sheo Nath,	...	...	Mulliabad,	...	1st January, 1867,	...	Ditto,	...	1 0 0	Ditto,	...	Ditto.
Maharaj Buksh,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	1 0 0	Ditto,	...	Ditto.
Kalka Pershad,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	1 0 0	Ditto,	...	Ditto.
Mohummed Mustafa,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	1 0 0	Ditto,	...	Ditto.
Mohummed Afzul Alli,	...	...	Canning College,	...	1st July, 1866,	...	Ditto,	...	6 0 0	Ditto,	...	Ditto.
Mohummed Sujjad Alli,	...	...	Ditto,	...	1st October, 1866,	...	Ditto,	...	6 0 0	Ditto,	...	Ditto.
Syud Nasir Alli,	...	...	Ditto,	...	1st July, 1866,	...	Ditto,	...	6 0 0	Ditto,	...	Ditto.
Kedar Nath Chatterjee,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	6 0 0	Ditto,	...	Ditto.
Khetter Nath Biswas,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	6 0 0	Ditto,	...	Ditto.
Doree Lall,	...	...	Ditto,	...	1st March, 1867,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Beehey Lall,	...	...	Ditto,	...	Ditto,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Laheer Uddin,	...	...	Ditto,	...	1st October, 1866,	...	Ditto,	...	5 0 0	Ditto,	...	Ditto.
Badar Alli,	...	..	Ditto,	...	Ditto,	...	Ditto,	...	4 0 0	Ditto,	...	Ditto.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 15.—*Return of Candidates passed during the year 1866-67, for Employment or Promotion in Educational Department, Oudh.*

Number.	Name of passed Candidate.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment to which entitled in consequence.	Remarks.
	NORMAL SCHOOL, LUCKNOW					
	Senior Class.					
1	Abdul Kadir, ...	July, 1866, N. S., Lucknow,	Private School,... ...	1st Grade, ...	Village School Teachership.	
2	Mahommed Hosain, ...	Do., ...	Do., ...	Do., ...	Do.	
3	Abid Hosain	Do., ...	Do., ...	Do., ...	Do.	
4	Lal Bahadur, ...	Do., ...	Do., ...	Do., ...	Do.	
5	Mata Prasad, ...	Do., ...	Do..	2nd Grade, ...	Do.	
6	Zohur Ahmad, ...	Do.. ...	Do., ...	Do., ...	Do.	
7	Dowlat Rai, ...	Do., ...	Do., ...	Do., ...	Do.	
8	Abdus Satar, ...	Do., ...	Do., ...	Do., ...	Do.	
9	Janki Prasad, ...	Do., ...	Do., ...	Do., ...	Do., ...	Passed Junior in Grade 1st.
10	Mahesh Dut, ...	Do., ...	Do., ...	Do., ...	Do.	
11	Sangam Lal, ...	Do., ...	Do., ...	Do., ...	Do.	
12	Walayat Ali, ...	Do.. ...	Do., ...	Do., ...	Do.	
13	Mahommed Abid, ...	Do., ..	Do., ...	Do , ...	Aided School Teachership,...	Pelgram.
14	Ehson Mahommed, ...	Do., ...	Do., ...	Do., ...	Do.,	Do.
	Junior Urdu.					
1	Abid Ali, ...	July, 1866, N. S., Lucknow,	Private School, ...	1st Grade, ...	...	Senior Class.
2	Mahommed Ishaq, ...	Do., ...	Do. and Tahsili Malliabad Schools, ...	Do., ...	...	Do.
3	Gopal Saran, ...	Do., ...	Private School, ...	Do , ...	...	Do.
4	Bedh Krishn, ...	Do., ...	Do., ...	Do., ...	Village School Teachership.	
5	Baij Nath, 1st, ...	Do., ...	Do. and Pertabgurh Schools,	Do., ...	Do.	
6	Imam Ali, ...	Do., ...	Do. and Behar Pertabgurh Schools, ...	Do., ...	Do.	
7	Enayat Ali, ...	Do., ...	Do. and Salone Schools, ...	Do., ...	Do.	
8	Zahid Hosain, ...	Do., ...	Do., Do., Do., ...	Do., ...	Do.	
9	Mahommed Hosain Khan, ...	Do , ...	Do. and Pertabgurh Schools,	Do , ...	Do.	
10	Behari Lal, 1st, ...	Do., ...	Do. and Biswa Schools. ...	Do , ...	Do.	
11	Behari Lal, 2nd, ...	Do., ...	Do. and Pertabgurh Schools,	Do., ...	Do.	

12	Ali Mahommed,	Do.,	Do., Do., Do.,	Do.,	Do.		
13	Goberdhan Dass,	Do.,	Private School,	Do.,	Do.		
14	Ahmad Ali,	Do.,	Do,	Do.,	Do.		
15	Khoda Buksh,	Do.,	Do.,	Do.,	Do.		
16	Hyder Hosain,	Do.,	Do.,	Do.,	Do.		
17	Mahommed Hadi,	Do.,	Do.,	Do.,	Do.		
18	Karim Buksh,	Do.,	Do.,	Do,	Do.		
19	Mata Badal,	Do.,	Do. and Pertabgurh Schools,	Do.,	Do.		
20	Beni Ram,	Do.,	Do. and Lukhimpore Schools,	Do.,	Do.		
21	Zalib Ali,	Do.,	Do. School,	Do,	Do.		
22	Himayat Ali,	Do.,	Do. and Pertabgurh Schools,	Do,	Do.		
23	Mahommed Bakur,	Do.,	Do. School,	2nd Grade,	Do.		
24	Saadat Hosain,	Do.,	Do. and Mallihabad Schools,	1st Grade,	Do.		
25	Mahommed Hosain,	Do.,	Do. and Bilgram Schools,	Do.,	Do.		
26	Karum Hosain,	Do.,	Do. and Roy Bareilly Schools,	2nd Grade,	Do.		
27	Khyrat Ali,	Do.,	Do. School,	Do,	Do.		
28	Babhan Lal,	Do.,	Do. and Model Schools,	1st Grade,	Do.		
29	Shauker Sahae,	Do.,	Do. School,	Do.,	Do.		
30	Ashraf Ali,	Do.,	Do,	Do.,	Do.		
31	Kamta Prasad,	Do.,	Do.,	Do.,	Do		
32	Balgobind,	Do.,	Do.,	2nd Grade,	Do.		
33	Mul Chand,	Do.,	Do.,	1st Grade,	Do.		
34	Ganga Deen,	Do.,	Do.,	Do.,	Do.		
35	Hub Lal,	Do.,	Do. and Roy Bareilly Schools,	Do.,	Do.		
36	Abdul Jafur Beg,	Do.,	Do. School,	Do.,	Do.		
37	Deen Mahommed,	Do.,	Do.,	2nd Grade,	Do.		
38	Behari Lal, 3rd,	Do.,	Do.,	Do.,	Do.		
39	Mahommed Idris,	Do.,	Do.,	Do.,	Do.		
40	Roghubar Dyal,	Do.,	Do. and Dalmow Schools,	Do.,	Do.		
41	Khyrat Hosain,	Do.,	Do. and Salone Schools,	Do,	Do.		
42	Baij Nath, 2nd,	Do.,	Do. and Model Schools,	Do,	Do.		
43	Kurim-uz-zaman,	Do.,	Do. School,	Do.,	Do.		Late Teacher, Saudelah School
44	Khoda Buksh, 2nd,	Do.,	Do,	Do.,	Do.		
45	Rahim Buksh,	Do.,	Do,	Do.,	Do.		
46	Sitla Sahae,	Do.,	Do. and Roy Bareilly Schools,	Do.,	Do.		
47	Darbari Lall,	Do.,	Do. School,	Do.,	Do.		
48	Alum Hosain,	Do,	Do.,	Do.,	Do.		
49	Kutubuddeen,	Do.,	Do. and Mallihabad Schools,	Do.,	Do.		
50	Ram Sahae,	Do.,	Do. and Roy Bareilly Schools,	Do.,	Do.		
51	Ashruf Ali, 2nd,	Do.,	Do. School,	Do.,	Do.		
52	Kudrat Ali,	Do.,	Do.,	Do.,	Do.		
53	Azghur Ali,	Decr., 1866, N. S., Lucknow,	Do. and Model Schools,	1st Grade,	Do.		
54	Sarju Prasad,	Do.,	Do and L. Seminary Schools,	Do.,	...		Senior Class.
55	Hakomat Rai,	Do.,	Do. School,	Do.,	...		Do.
56	Radha Krishun,	Do.,	Do. and A Mission Schools,	Do.,	...		Do.
57	Bisambhar Dyal,	Do.,	Do. School,	Do.,	...		Do.
58	Poran Mul,	Do.,	Do.,	Do.,	...		Do.

APPENDIX A.

TABLE 15.—*Return of Candidates passed during the year* 1866-67 *for Employment or Promotion in Educational Department, Oudh.*—(Continued.)

Name.	Name of passed candidate.	When and where examined,	Where educated.	Grade of certificate gained.	Grade of appointment to which entitled in consequence.	Remarks.
59	Nyaz Ali, ...	Decr., 1866, N. S., Lucknow,	Private and Kursi Schools,...	1st Grade, ...	Village School Teachership.	
60	Bhugwan Dyal, ...	Do., ...	Do. School, ...	Do, ...	Do.	
61	Bunyad Ali, ...	Do., ...	Do. and Sufepore Schools,...	Do., ...	Do.	
62	Shanker Lal, ...	Do., ...	Do. and Kursi Schools, ...	Do., ...	Do.	
63	Rownak Ali, ...	Do., ...	Do. School, ...	Do, ...	Do.	
64	Bansidhar, ...	Do., ...	Do., ...	Do., ...	Do.	
65	Bhawani Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
66	Ismail Khan, ...	Do., ...	Do. and Gola Schools, ...	Do., ...	Do.	
67	Gowhar Khan, ...	Do., ...	Do. and Bari Schools, ...	Do., ...	Do.	
68	Mahamat Ali, ...	Do., ...	Do. and Lukhimpore Schools,	Do., ...	Do.	
69	Narayan Das, ...	Do., ...	Do. School, ...	Do., ...	Do.	
70	Mahommed Ashiq, ...	Do., ...	Do. and Model Schools, ...	Do., ...	Do.	
71	Rajab Ali, ...	Do., ...	Do. School, ...	Do., ...	Do.	
72	Abdullah Beg, ...	Do., ...	Do. and Bari Schools, ...	Do., ...	Do.	
73	Gunga Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
74	Mahommed Jafer, ...	Do., ...	Do. and Kursi Schools, ...	Do., ...	Do.	
75	Mazhar Hosain, ...	Do., ...	Do. and Bari Schools, ...	Do., ...	Do.	
76	Aulad Ali, ...	Do., ...	Do. School, ...	Do., ...	Do.	
77	Walih Ullah, ...	Do., ...	Do., ...	Do., ...	Do.	
78	Wajid Ali, ...	Do., ...	Do. and Bari Schools, ...	2nd Grade, ...	Do.	
79	Takur Buksh, ...	Do., ...	Do. School, ...	Do., ...	Do.	
80	Imam Buksh, ...	Do., ...	Do., ...	Do., ...	Do.	
81	Surju Prasad, 2nd, ...	Do., ...	Do., ...	Do., ...	Do.	
82	Rughubar Dyal, 2nd, ...	Do., ...	Do. and Purwa Schools, ...	Do, ...	Do.	
83	Majid-ud-deen, ...	Do., ...	Do. and Seetapore Schools,...	Do., ...	Do.	
84	Akbar Ali, ...	Do., ...	Do. School, ...	Do, ...	Do.	
85	Hur Dyal, ...	Do., ...	Do., ...	Do, ...	Do.	
86	Ameer Khan, ...	Do., ...	Do., ...	Do., ...	Do.	
87	Farzand Ali, ...	Do., ...	Do. and Behar (R. B.) Schools,	Do., ...	Do.	
88	Mahabir Singh, ...	Do., ...	Do. School, ...	Do., ...	Do.	
89	Nund Kishore, ...	Do., ...	Do., ...	Do., ...	Do.	
90	Sitla Buksh, ...	Do., ...	Do., ...	Do., ...	Do.	
91	Navi Buksh, ...	Do., ...	Do., ...	Do., ...	Do.	
92	Allah Deen, ...	Do., ...	Do., ...	Do., ...	Do.	
93	Beni Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	

	Junior Nagri.					
94	Debi Prasad, ...	July, 1866, N. S., Lucknow,...	Private School,... ...	1st Grade, ...	Village School Teachership.	
95	Ganesh Rai, ...	Do., ...	Do., ...	Do., ...	Do.	
96	Jugul Kishore, ...	Do., ...	Do., ...	Do., ...	Do.	
97	Dilsukh Rae, ...	Do., ...	Do., ...	Do., ...	Do.	
98	Raghunandan, ...	Do., ...	Do. and Pertabgurh Schools,	Do., ...	Do.	
99	Gant Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
100	Lachman Prasad, ...	Do., ...	Do., ...	2nd Grade, ...	Do.	
101	Bhawan Deen, ...	Do., ...	Do., ...	Do., ...	Do.	
102	Jeti Sarup, ...	Do., ...	Do., ...	Do., ...	Do.	
103	Roghubar Dyal, ...	Do., ...	Do., ...	Do., ...	Do.	
104	Ramadhin, ...	Do., ...	Do., ...	Do., ...	...	Balrampore.
105	Dewke Nundan, ...	Do., ...	Do., ...	Do., ...	Do.	
106	Durga Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
107	Surja Prasad, ...	Do., ...	Do. and Seetapore Schools,...	Do., ...	Do.	
108	Shew Charn, ...	Decr., 1866, N. S., Lucknow,	Do. School, ...	1st Grade, ...	Do.	
109	Jalpa Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
110	Hanuman Prasad, ...	Do., ...	Do. and Hydergurh Schools,	Do., ...	Do.	
111	Shewadhar, ...	Do., ...	Do. School, ...	Do., ...	Do.	
112	Hem Raj, ...	Do., ...	Do., ...	Do., ...	Do.	
113	Brij Lal, ...	Do., ...	Do., ...	Do., ...	Do.	
114	Mudari Lall, ...	Do., ...	Do. and Purwa Schools, ...	Do., ...	Do.	
115	Ram Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
116	Iari Prasad, ...	Do., ...	Do. and Lukhimpore Schools,	Do., ...	Do.	
117	Thakur Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
118	Dew Dat, ...	Do., ..	Do., ...	Do., ...	Do.	
119	Narain Prasad, ...	Do., ...	Do. and Targaon Schools, ...	Do., ...	Do.	
120	Debi Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
121	Kalka Prasad, ...	Do., ...	Do. and Poorwah Schools, ...	Do., ...	Do.	
122	Ajodhya Prasad, ...	Do., ...	Do. School, ...	2nd Grade, ...	Do.	
123	Ram Saran, ...	Do., ...	Do., ...	Do., ...	Do., ...	Late Master, Kursi.
124	Mulchand, ...	Do., ...	Do., ...	Do., ...	Do.	
125	Ganga Dat, ...	Do., ...	Do., ...	Do., ...	Do., ...	Late Master, Pertabgurh.
126	Bhawani Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
127	Gauri Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
128	Saliq Ram, ...	Do., ...	Do., ...	Do., ...	Do.	
	NORMAL SCHOOL, FYZABAD.					
	Junior Urdu.					
1	Rahmat Ali, ...	July, 1866, N. S., Fyzabad,...	Private and Durriabad Schools	1st Grade, ...	Village School Teachership.	
2	Hanuman Prasad, ...	Do., ...	Do. and Ramnager Schools,	Do., ...	Do.	
3	Sanker Prasad, ...	Do., ...	Do. and Fyzabad Schools, ...	Do., ...	Do.	
4	Mangli Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	

APPENDIX A.

TABLE 15.—*Return of Candidates passed during the year 1866-67 for Employment or Promotion in Educational Department, Oudh.*—(Continued.)

Number.	Name of passed candidate.	When and where examined.	Where educated.	Grade of certificate gained.	Grade of appointment to which entitled in consequence.	Remarks.
5	Mata Prasad, ...	July, 1866, N. S., Fyzabad,	Private and Rudouli Schools,	2nd Grade, ...	Village School Teachership.	
6	Sarbjit Lal, 1st, ...	Do., ...	Do. School, ...	Do., ...	Do.	
7	Gur Sai, ...	Do., ...	Do., ...	Do., ...	Do.	
8	Abdul Karim, ...	Do., ...	Do., ...	Do., ...	Do.	
9	Nasir ud-din, ...	Do., ...	Do., ...	Do., ...	Do.	
10	Lachman Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
11	Raja Ram, ...	Do., ...	Do., ...	Do., ...	Do.	
12	Lalta Prasad, ...	Decr., 1866, N. S., Fyzabad,	Do. and Ajodhya Schools, ...	1st Grade, ...	Do.	
13	Abdur Rahman, ...	Do., ...	Do and Mahamdi Schools,...	Do., ...	Do.	
14	Brij Lal, ...	Do., ...	Do. and Roy Bareilly Schools,	Do., ...	Do.	
15	Mahommed Akber, ...	Do., ...	Do. School, ...	Do., ...	Do.	
16	Kudrat Ali, ...	Do., ...	Do., ...	Do., ...	Do.	
17	Bakshish Ali, ...	Do., ...	Do., ...	Do., ...	Do.	
18	Rajiswara Buksh, ...	Do., ...	Do., ...	Do., ...	Do.	
19	Hyder Ali, ...	Do., ...	Do. and Fyzabad Schools, ...	Do., ...	Do.	
20	Sarbjit Ali, 2nd, ...	Do., ...	Do. and Jais Schools, ...	Do., ...	Do.	
21	Khorshed Ali, ...	Do., ...	Do. School, ...	Do., ...	Do.	
22	Ram Churn Misr, ...	Do., ...	Do., ...	Do., ...	Do.	
23	Bande Ali, ...	Do., ...	Do., ...	2nd Grade, ...	Do.	
24	Lachman Prasad, ...	Do., ...	Ram Nagar School, ...	Do., ...	Do.	
25	Beni Madho, ...	Do., ...	Private School,... ...	Do., ...	Do.	
26	Wajid Ali, ...	Do., ...	Do. and Durriabad Schools,...	Do., ...	Do.	
27	Gholam Rusul, ...	Do., ...	Do. and Jais Schools, ...	Do., ...	Do.	
28	Abdul Wajid, ...	Do., ...	Do. School, ...	Do., ...	Do.	
29	Mahommed Buksh, ...	Do., ...	Do. and Belgram Schools, ...	Do., ...	Do.	
30	Basunt Rai, ...	July, 1866, N. S., Fyzabad, ...	Do. School, ...	Do., ...	Do.	
31	Umed Ali, ...	Decr., 1866, N. S., Fyzabad,	Do., ...	Do., ...	Do.	
32	Kanhaya Lal, ...	Do., ...	Do., ...	Do., ...	Do.	
33	Ram Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
34	Mahabir Prasad, ...	Do., ...	Do. and Radouli Schools, ...	Do., ...	Do.	
35	Misri Lal, ...	Do., ...	Do and Purwa Schools, ...	Do., ...	Do.	
36	Mahommed Hosain Khan, ...	Do., ...	Do. School, ...	Do., ...	Do.	
37	Kazim Ali, ...	Do., ...	Do., ...	Do., ...	Do.	

38	Meer Mahommed, ...	Do., ...	Do. and Jais Schools, ...	Do, ...	Do.	
39	Syed Mahommed Hosain, ...	Do., ...	Do. School, ...	Do., ...	Do.	
40	Mohan Lal, ...	Do., ...	Do., ...	Do., ...	Do.	
41	Ram Swarup, ...	Do., ...	Do. and Puttee Schools, ...	Do., ...	Do.	
42	Ajodhya Prasad, ...	Do., ...	Do., do., do, ...	Do., ...	Do.	
43	Bansidhar, ...	Do., ...	Do. and Hydergurh Schools,	Do., ...	Do.	
44	Enayat-ul-lah, ...	Do., ...	Do. School, ...	Do., ...	Do.	
45	Sharfuddin Ahmed, ...	Do, ...	Do. and Radonli Schools, ...	Do., ...	Do.	
46	Debi Prasad, ...	Do., ...	Do. School, ...	Do., ...	Do.	
47	Meer Imdad Hosain,... ...	Do., ...	Do., ...	Do., ...	Do.	
48	Hosain Ali, ...	Do., ...	Do., ...	Do., ...	Do.	
49	Gulzari Lal, ...	Do., ...	Do. and Ajodhya Schools, ...	Do., ...	Do.	
50	Mubarak Ali, ...	Do., ...	Do. and Uttroula Schools, ...	Do., ...	Do.	
51	Fida Hosain, ...	Do., ...	Do. School, ...	Do., ...	Do.	
52	Allahdin Khan, ...	Do., ...	Do, ...	Do., ...	Do.	
53	Jiya Lal, ...	Do., ...	Do., ...	Do., ...	Do.	
54	Shewa Narain, ...	Do., ...	Do and Jais Schools, ...	Do., ...	Do.	
55	Shewa Sahai, ...	Do., ...	Do. School, ...	Do., ...	Do.	
56	Sivani Lal, ...	Do, ...	Do., ...	Do., ...	Do.	
57	Shew Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
58	Sheik Mahommed Hosain, ...	Do., ...	Do., ...	Do., ...	Do.	
	Junior Nagrd.					
59	Bhawani Deen, ...	July, 1866, N. S., Fyzabad, ...	Do. School, ...	1st Grade, ...	Village School Teachership.	
60	Brindaban, ...	Do., ...	Do., ...	2nd Grade, ...	Do.	
61	Bindeswari, ...	Do., ...	Do. and Tandah Schools, ...	Do., ...	Do.	
62	Bhagwan Dat, ...	Do., ...	Do and Fyzabad Schools, ...	Do., ...	Do.	
63	Ramadhin, ...	Do., ...	Do. School, ...	Do., ...	Do.	
64	Ganga Pal, ...	Do., ...	Do. and Darriabad Schools,...	Do., ...	Do.	
65	Bishn Dat, ...	Do., ...	Do., do., do., ...	Do., ...	Do.	
66	Saliq Ram, ...	Do., ...	Do. School, ...	Do., ...	Do.	
67	Bhawani Bhik, ...	Decr., 1866, N. S., Fyzabad,	Do., ...	1st Grade, ...	Do.	
68	Mahesh Dat, ...	Do., ...	Do., ...	Do., ...	Do.	
69	Janki Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
70	Ram Charn, ...	Do., ...	Do., ...	Do., ...	Do.	
71	Raghunath Misra, ...	Do., ...	Do., ...	Do., ...	Do.	
72	Ganesh Prasad, ...	Do., ...	Do, ...	2nd Grade, ...	Do.	
73	Shew Balak, ...	Do., ...	Do. and Fyzabad Schools, ...	Do., ...	Do.	
74	Ram Dat, ...	Do., ...	Do. School, ...	Do., ...	Do.	
75	Hub Lal,...	Do., ...	Do. and Roy Bareilly Schools,	Do., ...	Do.	
76	Mangal Deen, ...	Do., ...	Do. School, ...	Do., ...	Do.	
77	Lachman Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
78	Lalta Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
79	Ganesh Prasad, ...	Do., ...	Do., ...	Do., ...	Do.	
80	Sukh Nandan, ...	Do., ...	Do., ...	Do., ...	Do.	

APPENDIX A.

TABLE 15.—*Return of Candidates passed during the year* 1866-67 *for Employment or Promotion in Educational Department, Oudh.*—(Concluded.)

Number.	Name of passed candidate.	When and where examined.	Where educated.	Grade of appointment to which entitled in consequence.	Grade of certificate gained.	Remarks.
81	Data Ram, ...	Decr., 1866, N. S., Fyzabad,	Private School, ...	2nd Grade, ...	Village School Teachership.	
82	Ramadhin, ...	Do., ...	Do., ...	Do., ...	Do.	
83	Ram Charn Misra, ...	Do., ...	Do., ...	Do., ...	Do.	
84	Kali Prasad, ...	Do., ...	Do. and Behar Schools, ...	Do., ...	Do.	
85	Sheva Dyal, ...	Do., ...	Do. School, ...	Do., ...	Do.	
86	Shew Shanker, ...	Do., ...	Do. and Durriabad Schools,	Do., ...	Do.	
87	Sheva Sant Lal, ...	Do., ...	Do. School, ...	Do., ...	Do.	
88	Raghubar Gour, ...	Do., ...	Do. and Tanda Schools, ...	Do., ...	Do.	
89	Bana Dat, ...	Do., ...	Do. School, ...	Do., ...	Do.	
90	Kunj Behari, ...	Do., ...	Do., ...	Do., ...	Do.	
91	Shiva Sahai, ...	Do., ...	Do., ...	Do., ...	Do.	
92	Ori Lall, ...	Do., ...	Do. and Hydergurh Schools,	Do., ...	Do.	
93	Bhyro Dyal, ...	Do., ...	Do. School, ...	Do., ...	Do.	
94	Raghubar Dayal, ...	Do., ...	Do. and Darriabad Schools,	Do., ...	Do.	
95	Raghubar Charn, ...	Do., ...	Do. School, ...	Do., ...	Do.	
96	Shew Golam, ...	Do., ...	Do., ...	Do., ...	Do.	
97	Pryag Dat Singh, ...	Do., ...	Do., ...	Do., ...	Do.	
98	Bhawani Dayal, ...	Do., ...	Do. and Patti Schools, ...	Do., ...	Do.	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
OUDH:
Lucknow, the 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 16.—*Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year* 1866-67.

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
		Rs. As. P.		
LUCKHIMPORE DISTRICT.				
Total of subscriptions of Rs 50 per annum and upwards.				
Add aggregate of smaller subscriptions, ...	Cash, ...	1,543 10 0	Uncertain, ...	For education.
	Total Rs., ...	1,543 10 0		
BAHRAICH DISTRICT.				
Maharajah Rundheer Singh, of Kuppoorthala, ...	Cash, ...	2,200 0 0	Uncertain, ...	For the support of Bahraich Mission School.
Rajah Jung Bahadoor, of Nanpara, ...	" ...	550 0 0	" ...	Ditto of Nanpara School.
Ditto ditto, ...	" ...	772 0 0	" ...	Nanpara School Building
Captain Vanrenen, Revenue Surveyor, ...	" ...	60 0 0	" ...	Bahraich Mission School building.
J. Woodburn, Esquire, Assistant Commissioner, ...	" ...	50 0 0	" ...	Ditto ditto
Nawab Nisar Ali Khan, Head Assistant Commissioner, ...	" ...	198 0 0	" ...	Nawabgunj, Aliabad, and Nasergunj Schools.
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	3,830 0 0	"	
Add aggregate of smaller subscriptions, ...	...	71 0 0	" ...	Bahraich School.
	Total Rs., ...	3,901 0 0		
HURDUI DISTRICT.				
Moonshi Fuzl Rasool, Talooqdar, ...	Cash, ...	72 0 0	Uncertain.	
Thakoor Bharut Singh, ditto, ...	" ...	191 2 0	"	
Hushmut Ally, ditto, ...	" ...	300 13 0	"	
Rajah Hurdew Bux, ditto, ...	" ...	120 0 0	"	
Chundka Bux, ditto, ...	" ...	72 0 0	"	
Rajah Futteh Chund and Dhunpat Rai, ditto, ...	" ...	96 0 0	" ...	For schools in the district.
Rajah Rundheer Singh, ditto, ...	" ...	60 0 0	"	
Nawab Hossein Ally, ditto, ...	" ...	82 0 0	"	
Moonshi Gujraj Singh, ditto, ...	" ...	120 0 0	"	
Choudhry Hushmut Ally, ditto, ...	" ...	138 4 0	"	
Syud Mahummud Ushruff, ditto, ...	" ...	82 5 0	"	
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	1,334 8 0		
Add aggregate of smaller subscriptions, ...	...	5,161 1 5		
	Total Rs., ...	6,495 9 5		

APPENDIX A.

TABLE 16.—*Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year* 1866-67.—(Contd.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
		Rs. As. P.		
DURRIABAD DISTRICT.				
Rajah Sarubjeet Singh, Talooqdar, ...	Cash, ...	165 0 0	Uncertain, ...	For schools in the district.
Padshah Hossein Khan, ditto, ...	" ...	96 0 0	"	
Zinool-abdeen, ditto, ...	" ...	60 0 0	"	
Furzind Ally Khan, ditto, ...	" ...	60 0 0	"	
Rai Ibram Bullee, ditto, ...	" ...	108 0 0	"	
Thakoor Shere Bahadoor Sing, Talookdar, ...	" ...	72 0 0	"	
Rajah Narinder Bahadoor, ditto	" ...	156 0 0	"	
Ranee of Surujpore, ditto, ...	" ...	156 0 0	"	
Inaitullah and Latafotullah, ditto, ...	" ...	86 0 0	"	
Chowdhree Golam Fareed, ditto, ...	" ...	84 0 0	"	
Less than Rs. 50, ...	" ...	803 8 0	"	
	Total Rs., ...	1,846 8 0		
ROY BAREILLY DISTRICT.				
Aggregate of smaller subscriptions, ...	Cash, ...	720 0 0	Uncertain, ...	For general purposes of education.
	Total Rs., ...	720 0 0		
GONDAH DISTRICT.				
Maharajah Maun Singh, ...	Cash, ...	540 0 0	Uncertain, ...	For schools in the district.
Thakoorain Surfuraz Kooer, ...	" ...	180 0 0	"	
Hurnarain Pandey, ...	" ...	240 0 0	"	
Rajah Pretheepul, ...	" ...	240 0 0	"	
Maharajah Sir Dig Bijoy Singh, ...	" ...	600 0 0	"	
Rajah Kishen Dutt, ...	" ...	480 0 0	"	
Rajah Rundheer Singh, ...	" ...	108 0 0	"	
Mirtoonjoy Bux Singh, ...	" ...	72 0 0	"	
Thakoor Rugbeer Sing, ...	" ...	84 0 0	"	
Baboo Ajeet Singh, ...	" ...	96 0 0	"	
Thakoor Shere Bahadoor Singh, ...	" ..	123 0 0	"	
Total of subscriptions of Rs 50 per annum and upwards, ...	" ...	2,763 0 0		
Add aggregate of smaller subscriptions, ...	" ...	512 4 0		
	Total Rs., ...	3 275 4 0		

FYZABAD DISTRICT.					
Meer Bakur Hossain and Guzuffer Hossain, ...	Cash, ...	120 0 0			
Rajah Madho Pertab Singh, ...	" ...	204 0 0			
Mulick Hidait Hossain, ...	" ...	120 0 0			
Jehangeer Bux Khan, ...	" ...	60 0 0			
Azim Ali Khan, ...	" ...	60 0 0			
Ram Saroop Singh, ...	" ...	60 0 0			
Thakoorini Raghonath Kour, ...	" ...	60 0 0			
Rajah Khyrat Ali Khan, ...	" ...	132 0 0	...	For school purposes.	
Thakoorini Hurdass Kour, ...	" ...	60 0 0			
Rajah Shunkeree Bux, ...	" ...	204 0 0			
Baboos Udraish Singh and Chundraish Singh, ...	" ...	132 0 0			
Umrush Singh, ...	" ...	120 0 0			
Baboo Joydutt Singh, ...	" ...	84 0 0			
Baboo Eshruj Singh, ...	" ...	144 0 0			
Maharajah Maun Singh, ...	" ...	600 0 0			
Baboo Obhoy Dutt Singh, ...	" ...	60 0 0			
Rajah Bishen Pergush Narain Singh, ...	" ...	4,282 12 6	...	For Ajodhia School.	
Total of subscriptions of Rs. 50 per annum and upwards, ...	" ...	6,502 12 6			
Add aggregate of smaller subscriptions, ...	" ...	480 0 0			
	Total Rs., ...	6,982 12 6			
LUCKNOW DISTRICT.					
Tehseeldar of Mohun Lallgunj, ...	Cash, ...	126 0 0	Uncertain, ...	For school.	
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	126 0 0			
Add aggregate of smaller subscriptions.					
	Total Rs., ...	126 0 0			
SEETAPORE DISTRICT.					
Jowaher Singh, Talookdar, ...	Cash, ...	55 13 6	Uncertain, ...	For schools in the district.	
Nawab Amjead Ally Khan, ditto, ...	" ...	82 13 0			
Rajah Ameer Hossein Khan, ditto, ...	" ...	304 14 0			
Seit Rugburdial and Joydial, ditto, ...	" ...	52 5 9			
Sewbux Singh, ditto, ...	" ...	105 12 0			
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	601 10 3			
Add aggregate of smaller subscriptions, ...	...	1,605 1 10			
	Total Rs., ...	2,266 12 1			

APPENDIX A.

TABLE 16.—*Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year* 1866-67.—(Contd.)

Name of Donor.	Description of Donation.	Annual value.	For what period to continue.	Remarks.
		Rs. As. P.		
OONAO DISTRICT.				
Oomrao Singh, ...	Cash, ...	65 0 0	Uncertain, ...	For the purpose of education of all schools of Oonao.
Sirdar Buldeo Buksh Bahadoor, ...	" ...	160 0 0		
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	225 0 0		
Add aggregate of smaller subscriptions, ...	...	324 11 0		
	Total Rs., ...	549 11 0		
SULTANPORE DISTRICT.				
Rajah Khirat Ally Khan, ...	Cash, ...	80 0 0	Uncertain, ...	For maintenance of schools.
Baboo Akber Ally Khan, ...	" ...	52 0 0		
Rajah Jugpal Singh, ...	" ...	76 0 0		
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	208 0 0		
Add aggregate of smaller subscriptions, ...	...	644 5 0		
	Total Rs., ...	852 5 0		
PERTABGURH DISTRICT.				
Dewan Runbijoy Bahadoor Sing, ...	Cash, ...	60 0 0	Uncertain, ...	For maintenance of schools.
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	60 0 0		
Add aggregate of smaller subscriptions, ...	...	628 0 0		
	Total Rs., ...	688 0 0		
	Grand Total Rs.,...	29,187 8 0		

CANNING COLLEGE.

LUCKNOW DISTRICT.

Rajah Kashee Pershad, Talookdar of Sessendeo, ...	Cash, ...	157 11 3	Permanent.
Mahomed Nasir Khan, ditto of Salamow, ...	" ...	74 14 0	"
Rajah Sobha Singh, ditto of Rampore, ...	" ...	78 0 0	"
Sheikh Zeinooladeen, ditto of Guddeeah, ...	" ...	44 8 0	"
	Total Rs., ..	335 1 3	

OONAO DISTRICT.

Rajah Beharee Lall, Talookdar of Mowranwan, ...	Cash, ...	475 5 3	Permanent.
Mahant Hurchurn Dass, ditto of Maswassee, ...	" ...	158 14 3	"
Buldew Bux, ditto of Akohree, ...	" ...	68 0 0	"
Shunker Bux, ditto of Pahoo Goolriah, ...	" ...	70 0 0	"
Rajah Kashee Pershad, ditto of Dudlaha, &c., ...	" ...	77 10 0	"
Chowdhry Gopal Singh, ditto of Mohumdabad, ...	" ...	65 0 0	"
Ditto Hushmut Ally, ditto of Assaish, ...	" ...	63 1 0	"
Baboo Ram Sahaie, ditto of Bunther, ...	" ...	51 8 0	"
	Total Rs., ...	1,029 6 6	

DURRIABAD DISTRICT.

Rajah Surabjeet Singh, Talookdar of Ramnugger, ...	Cash, ...	60 0 2	Permanent.
Padsha Hossein Khan, ditto of Bhatoohmow, ...	" ..	33 3 6	"
Rajah Narender Bahadoor, ditto of Hurraha, ...	" ...	374 0 0	"
	Total Rs., ...	467 3 8	

ROY BAREILLY DISTRICT.

Rana Shunkerbux, Talookdar of Kajoorgaon, ...	Cash, ...	231 2 0	Permanent.
Rajah Drigbijoy Singh, ditto of Morarmow, ...	" ...	138 14 0	"
Rajah Hindpal Singh, ditto of Koorree Sadowlee, ...	" ...	48 6 0	"
Chowdhry Surfraz Ahmed, ditto of Bhilwul, ...	" ...	30 13 0	"
Captain Golab Singh, ditto of Bela Bhela, ...	" ...	63 8 0	"
Abdul Hakeem and Saadut Khan, ditto of Ahmaon, ...	" ...	30 0 0	"
Futteh Bahadoor Singh, ditto of Korihar Sataor, ...	" ...	56 2 0	"
Mussumat Durriao Kour, ...	" ...	86 13 0	"
Rajah Jugmohun Singh, ditto of Komraon, ...	" ...	36 14 0	"
Rajah Beharee Lal, ditto of Koolradee, ...	" ...	57 3 0	"
Rajah Oomarao Singh, ditto of Pokhran, ...	" ...	44 1 0	"
Chowdhry Bulbhadder Singh, ditto of Puhrowlee, ...	" ...	42 2 0	"
Urjoon Singh and Mohesh Bux, ditto of Paton Behar, ...	" ...	42 9 0	"
Thakoor Jugernath Bux, ditto of Simree, ...	" ...	67 0 0	"
	Total Rs., ...	975 7 0	

APPENDIX A.

TABLE 16.—*Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year* 1866-67.—(Contd.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
CANNING COLLEGE.—*(Continued.)*				
PERTABGURH DISTRICT.		Rs. As. P.		
Thakoorain Ajeet Kour, Talookdar of Puttee Syfabad, ...	Cash, ...	236 0 0	Permanent.	
Dewan Hurmungul Singh, ditto of Ooraidhdub, ...	" ...	82 11 0	"	
Rajah Hunwant Singh, or Rampal Singh, ditto of Kalakuerkur, Rampore, ...	" ...	457 14 5	"	
Seetla Bux, ditto of Dhungurh, ...	" ...	77 11 11	"	
Rajah Juggeshur Bux, ditto of Keithowlah, ...	" ...	80 7 11	"	
Rajah Jugpal Singh, ditto of Moostafabad, ...	" ...	72 0 0	"	
Thakoorain Byjnath Kour, ditto of Koordrojeet, ...	" ...	217 14 2	"	
Thakoorain Khablass Kour, ditto of Powasee, ...	" ...	217 7 10	"	
Roy Juggut Bahadoor Singh, ditto of Bhadree, ...	" ...	366 3 4	"	
Roy Jugmohun Singh, ditto of Durriapore, ...	" ...	77 2 0	"	
Pirtheepal Singh, ditto of Roypore Bichoara, ...	" ...	196 0 6	"	
Bajrunj Bahadoor Singh, ditto of Baispoor, ...	" ...	20 6 9	"	
Dewan Ram Vijoy Bahadoor Singh, ditto of Puttee Syfabad, ...	" ...	296 15 3	"	
Bhiraj Kour, ditto of Adhargunge, ...	" ...	217 3 6	"	
Basunt Singh, &c., ditto of Bhagowlah, ...	" ...	59 0 0	"	
Chundrika Buksh, ditto of Banamow, ...	" ...	24 7 9	"	
Juggut Narain Singh, ditto of Madhopore, ...	" ...	126 1 0	"	
	Total Rs., ...	1,819 11 4		
SULTANPORE DISTRICT.				
Baboo Surrabjeet Singh, Talookdar of Tikerir, ...	Cash, ...	24 15 0	Permanent.	
Baboo Bishunath Singh, ditto of Bhooriah, ...	" ...	64 10 4	"	
	Total Rs., ...	89 9 4		

GONDAH DISTRICT.					
Rajah Kishen Dutt, Talookdar of Leekha Chanda, ...	...	Cash,	...	444 4 0	Permanent.
Hurnarin Pandey, ditto of Ukharpore, ...	...	"	...	62 4 0	"
Rajah Rundeer Singh, ditto of ...	...	"	...	102 8 0	"
Thakoorain Surfraz Kour, ditto of Berroah, ...	...	"	...	81 0 0	"
Rajah Pirthee Pal Singh, ditto of Mankapore, ...	...	"	...	79 0 0	"
Thakoor Mirtinjoy Bux, ditto of Shahpore, ...	...	"	...	58 0 0	"
Shere Bahadoor Singh, ditto of Kamier, ...	...	"	...	50 0 0	"
Thakoor Rugber Deyal, ditto of Dhamow, ...	...	"	...	58 8 0	"
Ranee Surfraz Kour, ditto of Bumneepore, ...	...	"	...	58 8 0	"
		Total Rs.,	...	994 0 0	
BARAITCH DISTRICT.					
Rajah Nurput Singh, Talookdar of Pyazpore, ...	...	Cash,	...	219 8 0	Permanent.
Rajah Jung Bahadoor Khan, ditto of Nanparah, ...	...	"	...	365 8 0	"
Rajah Seetla Bux, ditto of Gungoul, ...	...	"	...	98 0 0	"
Nawab Nissar Ally Khan, ditto of Chundah, ...	...	"	...	75 8 0	"
Rajah Rughoonath Singh, ditto of Rehaa, ...	...	"	...	83 8 0	"
On account of Ellaqua Bhinga, ditto of Bhinga, ...	...	"	...	130 15 0	"
		Total Rs.,	...	972 15 0	
SEETAPORE DISTRICT.					
Seith Rugberdial, Talookdar of Mouz-ood-deenpore,	...	Cash,	...	70 5 1	Permanent.
Agha Jan, ditto of Ourungabad, ...	...	"	...	75 0 0	"
Ahmed Ally Beg, ditto of Kootumeegger, ...	...	"	...	50 0 0	"
Shew Bux Singh, ditto of Kotesur, ...	...	"	...	211 7 9	"
Fazal Ally, ditto of Neomoopore, ...	...	"	...	86 15 6	"
Nawab Amjud Ally Khan, ditto of Koons Khera,	...	"	...	191 12 5	"
Anunt Singh, ditto of Rampore Kullan, ...	...	"	...	51 10 9	"
Buldew Singh, ditto of Pirhur, ...	...	"	...	66 0 11	"
Runjeet Singh, ditto of Deokalliah, ...	...	"	...	50 3 0	"
Gooman Singh, ditto of Rampore Muttru, ...	...	"	...	110 9 0	"
Seith Rugberdial and Joydial, ditto of Mouzoodeepore,	...	"	...	51 0 8	"
Jawahir Singh, ditto of Bassedee, ...	...	"	...	56 3 9	"
Benee Singh, ditto of Kanamow, ...	...	"	...	113 2 9	"
Rajah Ibad Ally Khan, ditto of Painteypore, ...	...	"	...	99 14 3	"
Gunga Bux, &c., ditto of Surowrah, ...	...	"	...	56 9 3	"
Rajah Ameer Hussein Khan, ditto of Mehmudabad,	...	"	...	470 0 0	"
		Total Rs.,	...	1,810 15 5	

APPENDIX A.

TABLE 16.—*Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year* 1866-67.—(Concld.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
CANNING COLLEGE.—*(Concluded.)*				
HURDUI DISTRICT.		Rs. As. P.		
Rajah Futtehchand, Talookdar of Saran Bamgaon, ...	Cash, ...	90 9 0	Permanent.	
Bharut Singh, ditto of Itwa, ...	" ...	156 0 0	"	
Hushmut Ally, ditto of Kakroley, ...	" ...	226 15 3	"	
Mahomed Ushruff, ditto of Ashrufpore, ...	" ...	30 2 6	"	
Rajah Hurdew Bux, ditto of Katyory, ...	" ...	180 8 10	"	
Nawab Hossein Ally, ditto of Basbernugger, ...	" ...	57 5 6	"	
Dal Singh, ditto of Khajrala, ...	" ...	98 0 0	"	
Rajah Rundheer Singh, ditto of Bharowan, ...	" ...	140 7 11	"	
	Total Rs., ...	980 1 0		
MOHUMDEE DISTRICT.				
Ushruff Ally Khan, Talookdar of Babodoorunger, ...	Cash, ...	31 11 0	Permanent.	
Rajah Umreod Singh, ditto of Oel, ...	" ...	350 10 6	"	
Do. Gunga Singh, ditto of Bhoor, ...	" ...	187 10 0	"	
Runjeet Singh, ditto of Issanugger, ...	" ...	129 15 0	"	
Thakoor Girwur Singh, ditto of Mehowah, ...	" ...	229 15 3	"	
Roy Mooneshur Bux, ditto of Mullarpore, ...	" ...	83 8 0	"	
	Total Rs., ...	1,013 5 9		
FYZABAD DISTRICT.				
Thakoorain Hurdass Kour, Talookdar of Simree, ...	Cash, ...	97 3 0	Permanent.	
Baboo Maheep Narain Singh, ditto of Birhur, ...	" ...	103 12 0	"	
" Kishen Pershad Singh, ditto ditto, ...	" ...	126 6 0	"	
" Showpergas Singh, ditto ditto, ...	" ...	113 0 0	"	
" Hurdut Singh, ditto ditto, ...	" ...	132 13 0	"	
" Joydut Singh, ditto of Bheeta, ...	" ...	144 0 0	"	
Thakoorain Rughnath Koer, ditto of Saheepore, ...	" ...	165 2 0	"	
Rajah Shunkurree Bux, ditto of Dora, ...	" ...	308 6 0	"	

Baboo Obhoy Dut Singh, ditto of Khoozoorhut, ...	"	...	83 4 0	"	
Mullick Hidaet Hossein, ditto of Summunpore, ...	"	...	316 14 0	"	
Rajah Khyrat Ally Khan, ditto of Joysingpore and Shahpore, ...	"	...	77 14 0	"	
Akbur Ally Khan, ...	"	...	51 1 0	"	
Baker Hossein and Ghuzzuffer Hossain, Talookdars of Peerpore,	"	...	327 1 0	"	
Rajah Madhopertab Singh, ditto of Hathgaon, ...	"	...	131 12 0	"	
Maharajah Man Singh, ditto of Hybutnugger and Mehadawah, ...	"	...	1,099 0 0	"	
Seetla Bux, ditto of Nanamow, ...	"	...	71 1 0	"	
Baboos Oodres Singh and Umresh Singh, ...	"	...	315 14 0	"	
	Total Rs.,	...	3,664 7 0		
Total of subscriptions of Rs. 50 per annum and upwards, ...	...		14,172 3 3		
Add aggregate of smaller subscriptions, ...	...		3,177 15 11		
	Total Rs.,	...	17,350 3 2		
Total collections for 1865-66. ...	...		8,272 3 0½		
	GRAND TOTAL Rs.,	...	25,622 6 2½		

RECAPITULATION.

Grand Total of Subscriptions to Government and Private Schools (excluding Canning College), for the year 1866-67, ...	...	29,187 8 0
Ditto ditto to the Canning College, for ditto, ...	...	25,622 6 2½
	GRAND TOTAL Rs., ...	54,809 14 2½

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW
The 22nd May, 1867.

W HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE 17.—*General Statement of Amount Expended by Government on Education in the Province of Oudh during the year* 1866-67.

	Salaries.	Scholarships.	Buildings.	Contingencies and books.	Grants-in-aid.	Total.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
GENERAL ESTABLISHMENT.						
From Imperial Revenues, ...	27,118 10 2	...	...	16,875 14 4	...	43,994 8 6
„ One per Cent. Educational Cess Fund, ...	693 0 0	...	...	2,554 15 9	...	3,247 15 9
„ Other sources, ...	...	...	...	...	...	...
GOVERNMENT COLLEGES AND SCHOOLS.						
General, From Imperial Revenues, ...	47,785 14 8	1,151 7 11	7,381 6 11	7,516 11 9	...	63,835 9 8
General, „ One per Cent. Educational Cess Fund, ...	10,122 8 10	...	1,800 3 0	27 8 0	...	11,950 3 10
General, „ Other sources, ...	13,430 2 6	*665 0 0	...	1,340 14 5	...	15,436 0 11
Special, From Imperial Revenues, ...	2,811 2 3	...	...	1,099 10 10	...	3,910 13 1
Special, „ One per Cent. Educational Cess Fund, ...	17,828 6 11	...	...	2,412 2 0	...	20,240 8 11
Special, „ Other sources, ...	190 0 0	...	...	17 8 1	...	207 8 1
PRIVATE COLLEGES AND SCHOOLS.						
General, From Imperial Revenues, ...	...	171 0 0	1,158 0 0	...	41,668 8 1	42,937 8 1
General, „ One per Cent. Educational Cess Fund, ...	...	...	...	...	...	...
General, „ Other sources, ...	...	...	1,719 5 3	...	34,821 8 7	36,540 13 10
Special, From Imperial Revenues, ...	...	...	...	...	...	...
Special, „ One per Cent. Educational Cess Fund, ...	...	...	...	...	...	...
Special, „ Other sources, ...	...	...	...	...	...	...
TOTAL OF IMPERIAL REVENUES, ...	77,715 11 1	1,262 7 11	8,539 6 11	25,492 4 11	41,668 8 1	1,54,678 6 11
„ OF ONE PER CENT. EDUCATIONAL CESS FUND, ...	28,643 15 9	...	1,800 3 0	4,994 9 9	...	35,438 12 6
„ OF OTHER SOURCES, ...	13,620 2 6	665 0 0	1,719 5 3	1,358 6 6	34,821 8 7	52,184 6 10
GRAND TOTAL, ...	1,19,979 13 4	1,927 7 11	12,058 15 2	31,845 5 2	76,490 0 8	2,42,301 10 3

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 22nd May, 1867.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX B.

INSTRUCTIONS TO DEPUTY INSPECTORS.

I.—General Qualifications and Duties.

1. Deputy Inspectors should know Urdu and Nagri, arithmetic, algebra, geometry, geography, and the other school subjects well; should know English and Persian at least fairly; and it is also desirable that they should know something of Sanscrit or Arabic. They must be courteous and polite in their manner, and of active, energetic habits.

2. The Deputy Inspector's duties are as follows:—

1st, to explain to the people the advantages of education, and urge them to send their children to school; *2nd*, to organize Government Village Schools as the Cess becomes available, and superintend them when established; *3rd*, to encourage Talooqdars and other wealthy persons to establish schools on the Grant-in-Aid system, and to inspect and report on such schools when established; *4th*, to sell educational books and bring them into general use among the people; *5th*, to visit and collect information regarding Indigenous Schools, and to endeavor to improve them.

3. The Deputy Inspector should take frequent opportunities of speaking to the people on the advantages of education. He should point out that their children, by coming to school, will learn to write letters, petitions, &c., to measure their fields, to calculate the prices of articles, to read interesting stories, and, lastly, that their general intelligence will be improved. Portions of our school-books should be read to the people occasionally, and their meaning explained.

4. The respectable inhabitants of any village in which there is a school should be asked to visit, and, if there is any educated person among them, he should be asked to examine, the school as often as he can, and to correspond with the Deputy Inspector regarding it. In some cases a native gentleman may be induced to become patron of the school in his village, and generally the inhabitants should be encouraged to foster and watch over the schools as much as possible.

5. Excepting the month ending the 15th of March, in which the Deputy Inspector will prepare his Annual Report and Return, he is expected to be on tour on an average twenty days per month. He is required to visit Government Tahsil and Village Schools and Aided Schools once a quarter at least, and to visit as many Indigenous Schools in the year as possible without neglecting his other duties. He will furnish a Quarterly Inspection Statement to the Inspector on the 1st of April, July, October, and January, in the following form:—

Description of Schools.	*No. of Schools.*									Remarks
	Existing at close of last Quarter.	Established during the present Quarter.	Abolished during the Quarter.	Remaining at the end of the Quarter.	Once visited during the Quarter.	Twice visited during the Quarter.	More than twice visited during the Quarter.	Not visited.	Total.	
Tahsil Schools, ...										
Govt. Village Schools,										
Aided Schools, ...										
Indigenous Schools, ...	*	*	*	*						

* To be left blank.

6. The Deputy Inspector will keep a Diary, in the form given below, in which he will enter a brief account of his tours each month, and information regarding the schools he visits. It will be convenient to keep two books for the purpose, to be used in alternate months. At the end of each month a copy will be made by the Mohurrir and sent to the Inspector of the Circle :—

Month and date.	From what place.	To what place.	Miles.	Particulars of the School examined.	Particulars of miscellaneous works.

7. In all schools the Deputy Inspector's first efforts should be to secure good reading, writing, and arithmetic. He will insist on the reading being slow and distinct, and intelligible to a person without a book. Teachers should be urged to pay particular care to the hand-writing. Copy-books should be used in every school, and special rewards given for neat and distinct writing. Writing from dictation should be practised frequently, and the senior boys should be taught to write letters, petitions, &c. In arithmetic, accuracy and neatness should be required.

8. The Deputy Inspector will make himself thoroughly acquainted with all the teachers under him. He should know their qualifications and characters, and the particulars of their previous education, and should be able to inform the Inspector of teachers deserving promotion from one grade to another.

9. When the Cess is generally levied, it will suffice to support about 85 schools per district. These will be established gradually as funds become available, and the Deputy Inspector will be informed from time to time how many new schools he is to open. Meanwhile he should, by the aid of Tahsildars and other Local Officers, and from his own enquiries, make a list of the most important villages, so as to be ready at any time to advise where new schools should be established. The list should be in the following form, and should be kept in his office :—

Name of village	Pergunnah.	Tahsil.	No of houses.	Castes of inhabitants.	Muktubs existing.	Remarks.

10. When the Deputy Inspector is told by the Inspector of the Circle that new schools are to be opened, he will select villages and secure houses for the schools. If a house can be obtained free, it will be well, and in many cases some of the gentry of the neighbourhood, or the Lumberdar of the village, will give one. Where this is not practicable, a small rent may be offered.

11. Generally the Inspector will appoint the teachers to new schools from among the Normal School students who have obtained certificates; but the Deputy Inspector should keep a record of other qualified persons he may find in the district. The Deputy Inspector will enter no person's name in the record of candidates who cannot read and write one vernacular well, and who does not know arithmetic (simple

and compound rules). He will examine each applicant himself in these and other subjects taught in Village Schools, and will also ascertain whether he knows Persian or Sanscrit. Should no certificated teacher be available, the Inspector may, with the consent of the Director, appoint teachers on probation from those in the Deputy Inspector's Register of Candidates.

12. The Deputy Inspector should also, till the district has its full number of Village Schools at work, keep a list of Indigenous Teachers and others who are willing to go to the Normal School to be trained as Village Teachers for the district, as he will be required to send candidates occasionally as vacancies occur.

II.—Instructions Regarding the Establishment, Examination, and Superintendence of Government Village Schools.

13. On visiting a Government Village School, the Deputy Inspector will attend to the following instructions :—

1st.—He will examine the Attendance Register, and see whether it is properly kept or not. He will call over the names of the pupils, and see if the entries of the day are correct.

2nd.—He will examine the pupils in the prescribed books, and reward and promote those who deserve it. All errors in the classification should be corrected.

3rd.—He will see if the prescribed books are read, and if the pupils are well supplied.

4th.—He will see if the school-house is suitable or not, and will note the conditions on which it is obtained.

5th.—He will note the name and salary of the teacher, and the certificate he possesses.

6th.—He will note the size of the village, and whether the people are favorable to the school or not. The information he collects on these points should be entered in the Visitors' Book and in the Deputy Inspector's Journal.

14. Deputy Inspectors should make teachers understand that they should collect a good number of pupils, and should be diligent in teaching them. As a general rule, schools will not be retained whose average attendance is less than 25. Teachers should be warned that if they do not collect this number, and if the pupils are not proficient in the prescribed books, they will be held responsible.

15. If the Deputy Inspector find a school not satisfactory, he will inquire the cause, and find out whether the teacher is to blame or not. If he finds that the teacher is irregular, idle, or careless, and is not respected by the people, he will admonish him in a friendly but serious manner, and urge him to improve. If after this warning no improvement is visible, the case should be reported to the Inspector of the Circle, who will award such punishment as is necessary.

16. If the Deputy Inspector discover that the unsatisfactory state of the school arises from no fault in the teacher, but from the smallness of the village, the poverty of the people, or from their indifference to education, he should search for a more suitable village, and report to the Inspector, with a view to the removal of the school.

17. The Deputy Inspector should discourage teachers from asking leave of absence, as the sanctioned holidays are sufficient. In cases of emergency, the Deputy Inspector may allow a teacher two days' absence once a month. Where there are two teachers, the second will be required to perform the duties of the absentee, as well as his own. In other cases a substitute should be provided if possible, and if this is not possible the school may be closed for the two days.

18. If any leave other than is provided for above is required, the Deputy Inspector will submit an application in the form given below to the Inspector, and, except in cases of serious illness, the applicant is not to leave till the Inspector's order is received.

Form of Application for Leave.

Name of applicant.	Designation.	Salary.	Description of leave required, and Section of Leave Rules.	Period—from what date.	Cause.	Details and dates of previous leave enjoyed by applicant since entering the Department.	Remarks.

19. The Deputy Inspector will keep a record of leave granted to Village Teachers, as prescribed in para. 4 of the Leave Rules.

20. The Deputy Inspector will enquire carefully into every case of absence without leave, and report all particulars to the Inspector, who will issue such orders as he thinks necessary.

21. Should the Deputy Inspector find it advisable to transfer a teacher from one school to another, he should report the case, with reasons, in full to the Inspector, and await his orders. In cases of emergency, the Deputy Inspector may transfer teachers on his own authority, but will report to the Inspector for confirmation.

22. The Deputy Inspector is to keep a record in his office of any article—such as maps, black boards, plane-tables, &c.—which may be supplied to schools. The record should be in the form given below. One page, or half a page, should be allotted to each school, and the entries made at the time the article is supplied.

Name of Article.	No.	Date when obtained.	Aggregate value.	Remarks.

23. When a teacher is transferred or dismissed, the Deputy Inspector will require a list, signed by both the old and new teachers, of articles handed over to the latter by the former at the time of making over charge. This list will be compared with the record in the Deputy Inspector's Office, and the salary remaining due to the teacher who is leaving will not be paid if any article supplied by Government is missing, unless a satisfactory explanation is given.

24. The Deputy Inspector will furnish the Inspector with a monthly statement regarding Government Village Schools in the form given below. He will compile it

from the school returns which the teachers are required to furnish on the 1st of each month. The statement should be sent to the Inspector by the 15th, if possible.

Name of School.	Pergunnah.	Tahsil.	*No. of Pupils.*			*Fees.*				*Books sold during the month.*		*No. of boys reading.*			Remarks.
			At close of previous month.	At close of the month.	Average attendance for the month.	No. of boys who pay.	No free.	Amount collected in the month	Arrears at close of the month.	Number.	Value.	Urdoo.	Nagri.	Persian.	
								Rs.	Rs.		Rs.				

25. Government Village Teachers are instructed in their Hidayat Namah to furnish a monthly return. The Deputy Inspector must arrange for these being collected. Where there is a Post-office, the teachers may send them by post; in other cases the School Chuprassee will collect them and send through the Tahsil Post. The Deputy Inspector must insist on the returns reaching him not later than the 5th of the month.

III.—Inspection and Supervision of Tahsil Schools.

26. Deputy Inspectors will have charge of Vernacular Tahsil Schools in their districts. Anglo-Vernacular Tahsil Schools will be under the direct management of the Inspector of the Circle, who may, however, with the consent of the Director, Public Instruction, place such schools under the charge of the Deputy Inspector when he thinks the latter has sufficient knowledge of English.

27. The Deputy Inspector, on visiting a Tahsil School, will examine the records, and, if the attendance is small or irregular, should find out the cause and endeavour to remedy it. He should notice whether the income from fees is increasing, whether the pupils are well supplied with books, whether the school furniture and maps are in good order, whether the school is visited and encouraged by the Tahsildar, and is popular or not with the inhabitants, and should do his utmost to remedy anything he may find amiss. He should examine pupils thoroughly, class by class, awarding prizes to and promoting deserving pupils, pointing out to the teacher where the pupils are deficient, and correcting any faults in the classification. A brief account of the school is to be entered in the School Visitors' Book and in the Deputy Inspector's Diary.

28. The Head Masters of Tahsil Schools under the management of the Deputy Inspectors will send their return sheets in duplicate to the Deputy Inspector, who will keep one in his office and transmit the other to the Inspector of the Circle.

29. Head Masters of Tahsil Schools under the management of the Deputy Inspector will correspond with the Deputy Inspector, who will refer to the Inspector for orders on matters he is unable to dispose of himself.

IV.—Aided Schools.

30. The Cess will suffice to provide elementary schools for most of the large villages in each district. As a taste for education is formed, the inhabitants of towns will no doubt wish for schools of a superior kind, either Vernacular or Anglo-Vernacular. The Government maintains such schools at the sudder and tahsil stations, and, to meet the case of other towns, the Grant-in-Aid system is designed, the main feature of which is that, as far as the funds allotted to this purpose will allow, Government offers aid to the extent of not more than half the expense wherever the inhabitants will establish a school.

31. The Deputy Inspector should keep a supply of vernacular copies of the Grant-in-Aid Rules in his office. Should a wish for a school superior to the ordinary Village Schools be expressed, or should the Deputy Inspector think such a school necessary in any town in his district, he should explain the Rules to the principal inhabitants, and advise them to form a Committee among themselves and raise subscriptions. This done, the Deputy Inspector will assist them to fill up the form of application for aid and forward it to the Inspector of the Circle, for submission to Government.

32. Aided Schools are left to the management of those who establish and support them. The Deputy Inspector will inspect them once a quarter, and see that the Grant-in-Aid Rules are complied with, will examine the classes, note the books used, and enter the result in his Roznamcha. He will not interfere with the management of Aided Schools, but should render assistance in procuring teachers, books, &c., and should advise the managers as to the course of studies. Should the rules not be kept, or should the course of studies not be satisfactory, or the management be inefficient, the Deputy Inspector will advise the managers and teachers, and, if no improvement is made, he will report to the Inspector. The Government Grant-in-Aid will not be continued to schools which, after a fair trial, prove to be unsatisfactory.

V.—Book Department.

33. The Deputy Inspector will keep a Vernacular Book Depôt in his office. He will send indents to the Inspector of the Circle, who will, if he approves of them, forward them to Moonshee Newul Kishore, with an order to supply the books. The Deputy Inspector will charge for books in his Cess Contingent Bill, giving Moonshee Newul Kishore's bills as vouchers. As the books are disposed of he will procure others, so as to keep up a sufficient stock.

34. The Deputy Inspector will sell books at cost price; but teachers of schools, whether Government or otherwise, may be allowed 2 annas discount in each rupee. The discount on sales to others than teachers will be the Deputy Inspector's perquisite.

35. On the first establishment of a Government Village School, a supply of books will be allotted to the teacher, and the price, minus discount, will be deducted by three instalments from the teacher's salary for the next three months. Thus, if a school is opened in June, and the Teacher receives Rs. 6 worth of books, Rs. 2 will be deducted from his pay for July, the same for August, and the same for September. After the first three months the price of books purchased by teachers, minus discount, will be deducted from their next month's pay—*i. e.*, the price of books bought in September will be deducted from the Teacher's pay for October. Purchasers others than Government Village Teachers must pay cash, and the Deputy Inspector will pay the amount of such sales, less discount, as allowed in para. 34, into the Treasury to the credit of the Cess.

36. As the sale of educational books is evidence of the progress of education, the Deputy Inspector should promote the sale in his district to the extent of his power.

37. The Deputy Inspector is allowed to give books as prizes to pupils and Teachers to the extent of Rs. 200 per annum. He will enter in his Diary prizes he awards in the form given below. His Mohurrir will copy these entries at the end of the month in a Register kept in his office as a record :—

Date.	*Books.*				*To whom given.*		For what given.	Remarks.
	Name.	Price.	No. of copies given.	Value.	Name.	Designation.		

38. Teachers should be required to purchase from the fees one copy of each book taught in their schools for their own use, and should be told not to use books belonging to the pupils.

39. The Deputy Inspector will keep the following records of transactions in his Book Depôt :—

I.—Register of Books Received in the Depôt.

Date of receipt.	No and date of chalan.	Names of books.	Price per copy.	No. of copies received.	Value.	Remarks.

II.—Register of Sales.

Date of Sale.	*Purchaser.*			*Books.*				*Payment*			Remarks.
	Name.	Residence.	Designation.	Name.	Price.	No. of copies.	Value.	Date of payment.	Cash received.	Discount.	

III.—Register of Books given as Prizes.

Date.	*Books.*				*Person to whom given.*			When given.	Remarks.
	Name.	Price.	No.	Value.	Name.	Residence.	Designation.		

40. The Deputy Inspector will furnish half-yearly, on the 1st March and 1st September, the two following statements to the Inspector, in duplicate. The

Inspector will retain one copy, and forward the other, after examination, to the Director of Public Instruction, Oudh :—

I.—Statement of Books Received and Disposed Of in the Half-year.

1		2		3		4		5		6		7		8		9		10
Books		Balance in Depôt at close of last half year.		Purchased during half year.		Total.		Sold during half year.		Given as prizes.		Otherwise disposed of.		Total disbursements.		Balance in stock at end of half year.		Remarks.
Name.	Price.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No	Value	

II.—Abstract Statement of Expenditure and Receipts.

Receipts.				*Expenditure.*								
1	2	3	4	5	6	7	8	9	10	11	12	13
Total amount due to Depot at close of last half year.	Value of stock in Depôt at end of last half year.	Value of books purchased during last half year	Total	Amount deducted from teachers' pay during half year.	Amount of cash paid by Deputy Inspector into Treasury during half year.	Loss by discount on sales in half year	Loss by books given as prizes during half year.	Loss by accident, &c., &c.	Amount owing to Depôt at close of half year.	Value of stock in Depôt at close of half year.	Total.	Remarks.

N. B—The totals in columns 4 and 12 should agree. The amount shown in column 5 should agree with the total deduction for books made in the monthly bills of the half year. The Treasury Officer's receipts should be annexed as vouchers for the entry in column 6. The entry in column 7 should be one-seventh of the amounts in columns 5 and 6. In column 10 enter the amount due by teachers which has not yet been deducted from their salaries. The entry in column 11 should agree with the total in column 9 of Statement I.

VI.—Office and Office Work.

41. The Deputy Inspector is allowed from Imperial Funds one Mohurrir at Rs. 10 and a Chuprassee at Rs. 5 per mensem. A bill for this in the following form should be sent on the 1st of the month to the Inspector of the Circle :—

Name of Person.	Designation.	Monthly salary.	Period for which due.	Amount due.	Remarks.

42. The Deputy Inspector is also allowed from Imperial Funds a sum not exceeding Rs. 60 per annum for petty contingencies and stationery. Also a sum not exceeding Rs. 240 per annum for travelling allowance, to be charged at the rate of Re. 1 per day whilst on tour. A contingent bill for these charges in the following form is also to be sent on the 1st of the month to the Inspector of the Circle :—

GOVERNMENT OF INDIA ——————————————— DR.

To Deputy Inspector's Office, Zillah ——————— *Contingent Bill for the month of* ——————— 186 .

Amount sanctioned for the year.	Amount expended in the Official year, including this bill.	Heads of charges.	Amount.	No. of voucher.	Remarks.
Rs.					
60	...	Petty Contingencies, ...	...	1	
240	...	Travelling Allowance,...	...	2	
		Service Labels, ...	...	3	

A voucher in English, showing in detail the charges under each of the two headings, is to be attached to the bill, and numbered 1, 2, and 3. No. 1 will show what stationery and petty contingencies are charged; No. 2 the dates in the month on which the Deputy Inspector was on tour; and No. 3 will show the cost of service labels.

43. The Deputy Inspector is also allowed from the Cess a Mohurrir for the Book Depôt on Rs. 15 and a Chuprassee on Rs. 5; also, as Village Schools are established, one Chuprasee on Rs. 5 for each tahsil, to collect the school returns and distribute pay. The salaries of Village Teachers are also chargeable to Cess. The Deputy Commissioner will be asked to make the amount for each tahsil payable at the head-quarters of the tahsil, through the Tahsildar, who will distribute the pay through the School Chuprassee. The Deputy Inspector will therefore, on the 1st of each month, prepare separate vernacular bills for each tahsil, and an abstract bill in English for the whole district, and present them to the Treasury, sending duplicate copies to the Inspector, who, if any error have been made, will order it to be corrected the month following.

44. The detailed vernacular bills for the tahsils will be in the form given below :—

Names of schools.	Names of teachers.	Designation.	Full monthly salary.			Deductions. For bookselves.			Deductions. Fines, savings, leave, &c.			Net amount payable.	Total amount payable to each school.	Remarks.

45. The English Abstract Bill for the district will be in the following form :—

Abstract Salary Bill for Charges on account of Village Schools, Zillah _____ *chargeable to the Educational Cess.*

Name of tahsil.	Total salaries.	Total Deductions.		Total net amount.	Remarks.
		To be credited on account of book sales.	Savings, &c.		

46. The English Abstract Bill will be retained by the Treasury Officer as a voucher, and the Detailed Bills sent by him to the Tahsildars with orders to pay. The pay will be distributed to teachers in the manner prescribed in para. 43.

47. In addition to the salaries which will be included in the bills described in the last four paras., there will be miscellaneous charges payable from the Cess, which must be included in a Cess Contingent Bill. The charges alluded to will be comprised under the following heads :—

1*st.*—Purchase of Books.
2*nd.*—House-rent.
3*rd.*—Repairs.
4*th.*—Petty Contingencies.

The bill will be in the following form :—

Bill for Contingent Charges for the Month of _____ 186 , *payable from the Educational Cess, Zillah* _____.

Amount sanctioned for the Official year.	Amount expended, including this bill.	Heads of charges.	No. of vouchers.	Amount.	Remarks.

48. When this Contingent Bill is received back from the Inspector duly countersigned, the Deputy Inspector will draw the amount and disburse to those to whom it is due.

49. The Deputy Inspector should keep the following office records :—

Journal.
Copies of Petitions, Zohari.
,, ,, Miscellaneous.
,, Purwanas.
,, Letters to Teachers, &c.
Bill-books.
Record of Leave to Village Teachers.
,, Books, Maps, and Furniture supplied to Government Schools.
Dâk Book.
Book Depôt Registers, as prescribed in para. 39.

50. The Deputy Inspector will, as soon as possible after 1st March each year, send to the Inspector of the Circle a report on the preceding Official year, and two statements in the following form :—

Statement I.

Names of Institutions.	Locality.	When established.	No. of pupils on the rolls at the end of the year.						Average daily attendance during the past year.	Average No of pupils on the rolls during the year.			No. of pupils studying in each language at the close of the year.						Monthly rate of schooling fees.	Receipts.									Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.				Agricultural.	Non-Agricultural.	English.	Urdu.	Hindi.	Persian.	Sanscrit.	Arabic.		From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total.	Cost to Government.	
1	2	3	4	5	6	7	8	8a	8b	8c	9	9a	9b	9c	9d	9e	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Statement II.

Description of Schools.	No. of Schools				No. of Pupils				Amount of Fees collected.				Remarks.
	At the end of preceding year.	At the close of this year.	Increase.	Decrease.	At the end of preceding year.	At the close of this year.	Increase.	Decrease.	At the end of preceding year.	At the close of this year.	Increase.	Decrease.	
Government Anglo-Vernacular Tahsil Schools, ...													
Government Vernacular Tahsil Schools,													
Government Village Schools, ...													
Government Female Schools, ...													
Private Anglo-Vernacular Schools, ...													
Private Vernacular Town Schools, ...													
Private Village Schools, ...													
Private Female Schools, ...													
TOTAL, ...													

51. The Deputy Inspector will furnish the following statements and returns to the Inspector of the Circle :—

1.—Monthly Statement of Government Village Schools, not later than the 15th of each month (*vide* para. 24).

2.—Monthly Roznamcha (*vide* para. 6).

3.—Quarterly Inspection Statement on 1st April, July, October, and January (*vide* para. 5).

4.—Annual Returns, prescribed in para. 50.

INDIGENOUS SCHOOLS.

52. In every district, especially in towns, a number of Indigenous Schools exist, taught by Maulvis, Pundits, Gurus, &c., who are paid either by the patrons, at whose door the schools are held, or by fees from the pupils. The Deputy Inspector will, by the aid of Tahsildars, Putwarees, and others, find out where such schools are held, and visit the most important of them, if he has time.

53. The object of the Deputy Inspector should be—1st, to collect correct statistics regarding these schools, and, 2nd, to endeavour to improve them.

54. The Deputy Inspector, on visiting an Indigenous School, will endeavour to collect the information indicated in the three statements given below, and marked Forms I., II., and III. These relate to the school, the teacher, and the pupils respectively. He should keep a small book ruled for the three forms, and should take down at once the information he receives. Information must be asked in a kind, friendly manner, not demanded as a right. The Deputy Inspector will explain that the only object of Government is to spread education, and that his duty is to advise, assist, and encourage both teachers and pupils :—

(FORM.)

Schools.

No.	Name of mektub.	Town or village.	Pergunnah.	Tahsil.	Kind of school.	Name of patron.	How long in existence.	Books used.		Remarks.
								Government.	Others.	
1	2	3	4	5	6	7	8	9	10	11

(FORM.)

Pupils.

No.	Name of muktub.	No. of pupils who attend, as stated by the teacher.	*Present, according to caste.*				*Present, according to profession.*			*No. present who learn*						*No present*			Remarks.
			Hindoos.	Mussulmans.	Others.	Total.	Cultivators.	Others.	Total.	Urdoo.	Hindi.	Sanscrit.	Persian.	Arabic.		Who pay fees.	Who are free.	Classification and attainments of pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

(FORM.)

Teachers.

No.	Name of muktub.	Name.	Caste.	Age.	Where and by whom educated.	From what time he has been a teacher.	INCOME.						Remarks
							From patron.		From fees.		Total.		
							Cash.	Kind.	Cash.	Kind.	Cash.	Kind.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14

55. The Deputy Inspector will, on visiting an Indigenous School, take a copy of the books used in Government Village Schools, show them to the teacher, and advise him to teach them to his pupils, in addition to the Kaithi, Persian, Arabic, or Sanscrit he has hitherto taught. If the teacher appears willing, he may give him a copy of the books, and tell him where he can purchase others, explaining that he will be allowed discount at 2 annas per rupee. If any of the Government books are read, prizes should be awarded to deserving pupils.

56. The Deputy Inspector will of course note his visits to Indigenous Schools in his Roznamcha, stating what he finds out regarding them, and should in his Annual Report state if any improvement has been effected in any of those he has visited.

W. HANDFORD,

Director of Public Instruction, Oudh.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
LUCKNOW:
The 15th June, 1866.

No. 2630.

FROM

THE OFFG. SECY. TO THE CHIEF COMMISSIONER, OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

DATED LUCKNOW, 18TH JULY, 1867.

SIR,

I AM DIRECTED to acknowledge the receipt of your Annual Report for 1866-67.

2. You have divided your Report under the following headings :—

1.—Controlling Agency.
2.—Financial and General Statistics.
3.—University Entrance Examination.
4.—Government Schools.
5.—Private Schools.
6.—Scholarships.
7.—Employment of Students in the Public Service.
8.—The English Language in Indian Education.
9.—The Book Department.

It is convenient that the Chief Commissioner should observe the same order in his remarks.

Controlling Agency.

3. The sanctioned scheme provided for—

1 Director.
2 Inspectors.
12 Deputy Inspectors.

Last year only one Inspector and one Deputy Inspector, in addition to the Director, had been appointed. This year the Senior Inspector and six Deputy Inspectors have been appointed, owing to the establishment of Village Schools, consequent on the declaration of the revised assessments in many districts, and the ability of the Normal School to provide teachers.

4. The Chief Commissioner is glad to find you speaking so highly of Mr. Thomson, the Senior Inspector. Considering that this gentleman was only put in charge in November, 1866, the amount of work he has got through is very creditable to him, and the copious extracts you give from his Report show at once the energy and trained intelligence he brings to his work.

5. Of the Junior Inspector (Moonshee Doorgapershaud) you also give a favorable account. He inspected all the Tehseelee and Aided Schools in the Western Circle, and the Village Schools in Zillah Oonao. The Chief Commissioner is well satisfied with the zeal and industry he has shown.

6. Of the Deputy Inspectors you speak well, with the exception of the Deputy Inspector of Pertabgurh. As you have properly determined on removing him, the Chief Commissioner refrains from making any further remarks.

Financial and General Statistics.

7. There has been a considerable increase in the charge to Imperial Funds on account of education, during the year. The increase is entirely under the head of "Inspection," caused by the increase of establishment already noticed. The decrease under the head of "Direction" and increase under the head of "Instruction" are nominal.

8. The charge upon Local Funds has increased from Rs. 71,797 to Rs. 87,623. This increase has been entirely on account of Village Schools and buildings, the charge for the Normal School having remained almost stationary.

9. There has been a decrease in private subscriptions, but this no doubt is owing to the collection of the Educational Cess. Landholders often stop their subscriptions on that account. Still the amount subscribed (Rs. 59,426) is highly creditable to the Province.

10. The numbers on the rolls have increased from 10,467 in 1865-66 to 16,265 in 1866-67, and the average attendance from 7,076 to 11,960, and, although the bulk of this increase is in the new Village Schools, yet the older institutions have not only maintained but increased their numbers. In only the lower class of Private Schools has there been a falling off, for, though the numbers on the rolls have increased, the actual attendance in them has diminished. The decrease of numbers in the Normal Schools results from the operations of the department itself, and has no real significance.

11. The statement showing the social status of pupils is not so satisfactory. The Chief Commissioner regrets to observe that the sons of Talookdars attending school have decreased from 139 to 87, and those of Zemindars from 868 to 596; those of professional men from 2,463 to 2,169; and those of artizans from 870 to 432. It appears that the increase is entirely among the lower orders of the population. This may be capable of explanation, but the Chief Commissioner would direct your earnest attention to the subject. He would suggest that you put yourself in communication with Commissioners and Deputy Commissioners, with the object of ascertaining the real causes of this falling off, and whether those causes are removable. Mr. Strachey will address the Commissioners, and desire them to give every assistance to your department.

12. That the proportion of Mahomedan to Hindoo scholars should be large was to be expected. The fact that the chief increase during the year was among the Hindoos is to be attributed to the increase in the number of Village Schools. The returns show that it is in the higher class of schools, from the Tahseelee Schools upwards, that the Mahomedan element is relatively strong. I am to suggest that in future you show the facts of this kind in the Statement No. II., which has been noticed in the 19th para. of your Report.

University Entrance Examination.

13. The proportion of students who passed the Calcutta University Entrance Examination in 1866 shows poorly both in itself and in comparison with 1865. The Chief Commissioner is glad to learn that the unsuccessful candidates intend to present themselves again for examination. From the fact of so many failures having occurred in English and mathematics, Mr. Strachey is disposed to agree with you that the probable cause of failure has been that the examinations have been attempted too soon, and that the cause is not to be attributed to any want of zeal in the masters, or ability in the pupils.

Government Schools.

14. The number of Government Schools has increased in the Province from 107 to 316. This increase has been entirely in Village and Female Schools, the three higher classes of schools remaining in number as before. The numbers on the rolls and the attendance have both increased, especially in the higher schools. The results are highly satisfactory as a whole, though subject to the drawback shown in the analysis of the numbers in para. 19 of your Report. The attendance at Village Schools must be expected to be more precarious, as the boys are often wanted by their parents for various purposes.

15. The increase in the amount of fees is satisfactory.

16. The Chief Commissioner is surprised to hear that so large a proportion as 65 per cent. of the scholars in the Zillah Schools has changed in a single year. Although he admits the justice of the remarks contained in para. 28 of your Report, these great fluctuations in the attendance are much to be regretted.

Zillah Schools.

17. The Chief Commissioner observes that there are great discrepancies in the percentage of marks gained at the examination of the several Zillah Schools. In the third class they vary from 68 per cent. at Lukheempore to 22 per cent. at Roy Bareilly, and in the second class from 27 per cent. at Pertabgurh to 48 per cent. at Nawabgunj. In the entrance class, which only sends up candidates from Fyzabad and Oonao, the percentage is 43 in the former and 55 in the latter district. It would have been satisfactory if you had offered some explanation of these figures.

18. In the Anglo-Vernacular Tahseelee Schools the numbers and attendance have increased. The cost per pupil has fallen from Rs. 20-1-3 to Rs. 16-4-6. The Chief Commissioner remarks that some explanation should have been given of this.

Anglo-Vernacular Tahseelee Schools.

19. The Chief Commissioner remarks what you say about the propriety of removing the Zillah School from Hurdui to Shahabad. He is prepared to give this proposal full consideration when it is separately submitted. A statement, showing the population of the places, as well as the attendance at the two schools, should accompany the proposal.

20. In the Vernacular Tahseelee Schools there was a considerable increase both in the average number on the rolls and in the average attendance. There is a considerable saving in the cost per pupil here also, which has not been explained.

Vernacular Tahseelee Schools.

21. The Chief Commissioner entirely agrees with the views expressed in para. 48 of your Report regarding the value of even an imperfect knowledge of English.

22. The Chief Commissioner notices with satisfaction the progress that has been made towards the erection of school buildings for the three upper classes of Government Schools. As the Government of India has withdrawn, in favor of this Province, the rule which requires one-third of the cost of these buildings to be contributed from local sources, much of the former difficulty will be removed, and the Chief Commissioner hopes that, in 1868 at any rate, every school in Oudh maintained from Imperial Funds will have a proper school-house to meet in.

Government School Buildings.

23. The Chief Commissioner is glad to observe that you have been able to open so many Village Schools during the year. An average of 28 boys to each school is a good beginning, and shows that the people are, even at this early period, prepared to take advantage of what is offered to them. The most backward district is Pertabgurh, considering that the full Educational Cess was collected there. You are requested to communicate with the Commissioner of Roy Bareilly on this subject, with the view of ascertaining the causes which have led to this result. No doubt the incapacity of the Deputy Inspector had a good deal to do with it, but the fact that students for the Normal School are not forthcoming in that district calls for some inquiry.

Village Schools.

24. The Chief Commissioner requests that you will show, in your Report for the present year, how many Putwarees' sons attend the school, and what proportion of them learn Oordoo. The Schoolmasters should be enjoined to urge the boys of this class to learn Oordoo, it being important that the Putwarees' accounts should be prepared in the language known to the Tehseeldar and his subordinates.

25. It is gratifying to observe that you confidently anticipate being able, when the revised assessment of the revenue has been completed, and the full cess is available, to place a school within two and a half miles of every child in Oudh.

26. The Chief Commissioner approves of the instructions for the guidance of Deputy Inspectors quoted in para. 66 of your Report.

27. With reference to Mr. Thomson's remarks, quoted in para. 71 of your Report, regarding school-houses for Village Schools, I am to observe that the greatest care should be taken not to make the schools unpopular with the Zemindars, either by bringing official pressure to bear on them to provide school-houses, or by any steps which involve the appearance of taking part in village quarrels.

28. The Chief Commissioner is aware that the provision of village school-houses is often difficult. No assistance is given by Government, and their erection is a heavy charge on the Educational Cess.

29. The great and liberal assistance given by Baboo Ajeet Sing, of Tirowl, in the Pertabgurh District, who, unsolicited and unknown to any one in authority, erected two good schools on his estate at his own expense, besides assigning other houses in other places, will be specially acknowledged by the Chief Commissioner.

30. The Chief Commissioner is much gratified with the reports of the success of the Village Schools. Mr. Thomson's Report on this subject is very interesting. His plan of examining the Village Schools in their own school-rooms, and not allowing the Deputy Inspector to collect the show-boys of a circle, meets with the full approval of the Chief Commissioner.

Girls' Schools.

31. A beginning has been made towards the instruction of girls in Government Schools, but the Chief Commissioner observes that the experiment is so recent that you have nothing to report except that six schools have been opened, with an aggregate of 83 pupils.

Normal Schools.

32. Throughout your Report the strongest testimony is borne to the success of the Normal Schools. The first pressure having been met, and the Lucknow School being now equal to the wants of the Province, the Chief Commissioner approves of the closing of the Fyzabad School. These schools were, and are, a serious drain on the Local School Funds; but Mr. Strachey is convinced that the money is well spent; and the high character as teachers which the Normal School students have earned, both in the village and the higher schools, fully justifies this opinion. The Practising School at Lucknow, in connection with the Normal School, in which the students attend by turns to learn their practical duties, and teach with models before them, cannot but exercise a healthy influence. The Chief Commissioner hopes that the usefulness of this institution may not be confined to Government Schools, but that it may provide qualified teachers both for Private and Aided Schools, as well as for private families.

Private Schools.

33. The Private Schools receiving aid from Government have increased by 7 schools and 542 pupils. The higher-class Private Schools have remained the same. The increase has been,—four middle class, two lower, and one female school.

34. At the head of these institutions stands the Canning College. This year it appears that the College Department has been opened with eight students, who have matriculated at the Calcutta University, and are now studying for the First Examination in Arts. The Anglo-Oriental Department appears to be far the most flourishing. The testimony borne by the Principal to the good conduct of the boys is satisfactory. The Chief Commissioner has had opportunities of satisfying himself that the progress made by the Canning College has been highly satisfactory, and he

believes that the value to the Province of this institution can hardly be estimated too highly.

35. It appears, from the statement given with your Report, that there are 55 schools of sorts receiving grants-in-aid from the Government to the amount of Rs. 42,826. They appear to be generally deserving of the aid they receive, and are doing much good in the Province. The exertions in the cause of the education of the people which are being made by the Missionaries of the Church Missionary Society and the American Methodists merit the fullest acknowledgments of the Chief Commissioner. He particularly desires to acknowledge their efforts in initiating a successful movement in the promotion of female education. The fact that these gentlemen are imparting sound instruction to upwards of 1,000 children in the City of Lucknow speaks for itself, and Mr. Strachey desires to express his high sense of the value of their exertions.

36. The Chief Commissioner is glad to observe that Rajah Purkash Singh, of Fyzabad, in addition to his previous munificent liberality, is building a substantial school-house at Adjoodhia. During his tour Mr. Strachey saw the foundations of this building, and expressed to the Rajah the satisfaction with which the excellent use he was making of his wealth was viewed by the Government.

37. The falling off in the attendance of the lower class of Private Schools is to be regretted. You do not explain the reasons, but probably the extension of Government Village Schools may have something to do with this. The Chief Commissioner is glad to observe that Nawab Nawazish Alli Khan, of Baraitch, has opened two schools of this class on his estate. Maharajah Sir Drigbijey Singh, K.C.S.I., of Bulrampore, maintains his schools as usual. Mr. Strachey is sorry to hear that the school maintained by the Rajah of Mahmoodabad is so inferior, and he trusts with you that the education which the young Rajah has himself received will induce him to do something for his poorer neighbours out of the noble estate which the Court of Wards has so successfully managed for him. The establishment of a school, with 33 pupils, in his own village by Bishen Nath, a jemadar in the household of His Excellency the Viceroy, is highly creditable to him.

38. You do not appear to think much of the so-called Indigenous Schools. The Chief Commissioner concurs in your remark that these schools serve to fulfil certain special present requirements of some classes of the people, and that little is to be gained by interfering with them. Probably the most practical assistance which could be given to these schools would be in the shape of books, should these be desired, and notice might be given that they were available at cost price.

Scholarships.

39. The Chief Commissioner observes that you speak well of the system under which scholarships are given, not only because encouragement is afforded to deserving boys, but because you are thus enabled to remove boys from one school to another. Mr. Strachey concurs with your views on this subject. There are now 54 scholarships, at a cost of Rs. 259 a month.

Employment of Students in the Public Service.

40. With reference to your remarks and to those of the Commissioner of Baiswara regarding the employment of students in the public service, I am to observe that the Chief Commissioner is not prepared to recommend that all the subordinate ministerial offices in the Civil Department should be thrown open to competitive examination. It has always been desired in Oudh to hold out inducements to the younger sons of the better classes to enter the service of the Government, if they will qualify themselves for employment, and, on other grounds, Mr. Strachey does not think it desirable to tie the hands of responsible officers in the manner proposed. I am also to observe that it is not desirable that successful scholars should be too much encouraged to look only for employment to the public service. The public interest may often be better served

by sending out such lads into the world to engage in its various occupations, and to show by their superiority and success the value of the education they have received.

The English Language in Vernacular Education.

41. That the boys prefer to spend their time in learning English does not surprise the Chief Commissioner. It is clear that no knowledge is so immediately profitable as a knowledge of English; and Indian parents are not slow to act upon this conviction. Nor is the Chief Commissioner disposed to find fault with those who can only view education in the light of its practical advantage in the concerns of common life. Those who cultivate knowledge for its own sake will always constitute a very small proportion of the community, and the spread of education will everywhere chiefly depend rather on the force of example and the hope of obtaining worldly advantage than on any distinct perception of its true value. You justly observe that it is only through the medium of the English language that any education of the higher sort can at the present time be obtained in India, and we may reasonably hope that from among those who attend our schools from motives not of the most exalted description, some few will be found who will evince the nobler ambition of acquiring knowledge for its own sake, and who will make their school training the means of appropriating to themselves, through the medium of our books, some fair portion of the accumulated knowledge and experience of Europe, its science and its literature, and of stimulating an increasing number of their countrymen to follow their example.

Book Department.

42. The Chief Commissioner is glad to learn that the Book Department appears to work so well. With reference to what you say about the difficulty of getting good Oordoo and Hindee maps, I am desired to suggest that you should put yourself in communication with the heads of the Educational Department in other Provinces of India on this subject. Should you find that no arrangements for procuring suitable maps have anywhere been made, you might address Messrs. Keith Johnston, or Mr. Sandford, or any other first-rate map-sellers at home, and ascertain from them the probable cost of furnishing such maps as you consider necessary for Oudh. The Chief Commissioner would then be in a position to ask the Government of India to assent to the requisite arrangements being made with the publishers.

43. In conclusion, I am directed to convey to you the Chief Commissioner's acknowledgments of the zeal and ability with which you have superintended the work of your department, and to thank you for the valuable Report which you have submitted. Mr. Strachey considers that the progress which is being made in education in Oudh is very creditable and satisfactory, and he desires to acknowledge fully that it is to your own exertions that these excellent results are mainly due.

I have the honor to be,

SIR,

Your most obedient Servant,

I. F. MACANDREW,

Offg. Secy. to the Chief Commissioner, Oudh.

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No. 402 of 1869-70.

FROM

W. HANDFORD, ESQUIRE,

Director of Public Instruction, Oudh.

To

MAJOR I. F. MACANDREW,

Secretary to Chief Commissioner, Oudh.

Dated Lucknow, the 3rd June 1869.

SIR,

I have the honour to submit the following report of Public Instruction in Oudh during the year 1868-69.

2. The report is divided into the following sections :—

I. Controlling agencies.
II. Financial and general statistics.
III. University examinations.
IV. Government schools.
V. Private schools under Government inspection.
VI. Scholarships.
VII. Employment of students in the public service.
VIII. The English language in Indian education.
IX. The book department.
X. Notice of officers.

I.—CONTROLLING AGENCIES.

3. The statement in the margin shows that an additional Deputy Inspector has been appointed in the year. This officer was assigned to Baraich district, where the school cess began to yield funds sufficient to maintain village schools. The districts of Gondah and Kheree are still without Deputy Inspectors, but the settlement operations are now sufficiently advanced to render these officers necessary, and an application for sanction to their appointment will be submitted to the Chief Commissioner shortly.

Supervising Staff.	No. of officers in	
	1867-68.	1868-69.
Director of Public Instruction, ...	1	1
Senior Inspector, ...	1	1
Junior ditto, ..	1	1
Deputy Inspectors, ..	9	10
Total, ...	12	13

4. One of the most important duties of the supervising staff noted in para. 3 is inspection. The number of schools at the close of the year was 642, and of inspections during the year 2,411. This would imply

that on an average each school has been visited about four times in the year. The fact is however that as a rule the lower schools have been inspected five or six times and the higher schools twice or thrice. The numbers in the statement in the margin refer to personal visits by the inspecting officers to the schools. This system has been continued during the year in accordance with paras. 4 and 5 of the Chief Commissioner's review of my last report: its superiority to the "grouping system" was discussed last year, and I hope that as a rule it will always be maintained; nevertheless in cases where a school *cannot be visited* by the Director or Inspector, but it is practicable to call in the whole of the pupils to be examined with those of a neighbouring village, I think this should be done. The question then is not whether the personal visit of the Inspector is better than an examination of pupils away from their own village, but whether the latter is better than passing the school by altogether.

Inspecting Officers.	Number of Inspections.
By the Director of Public Instruction, ...	90
„ Senior Inspector, ...	130
„ Junior ditto, ...	261
Deputy Inspectors,	1,930
Total, ...	2,411

5. The Deputy Inspectors of Hurdui, Sultanpoor, and Fyzabad have been changed during the year: the others have remained as they stood last year. The merits and qualifications of these officers will be noticed hereafter: it is only necessary here to append the usual statement shewing the grade and salary of each, and the number of inspections made during the year.

Name.	District.	Grade.	Salary.	Village schools in the district.	Number of inspections made during the year.
			Rs.		
Pundit Sheo Narain, ...	Lucknow.	1st	150	49	253
Moonshee Ameenooddeen, ...	Oonao.	2nd	125	64	239
Moulvee Kayamooddeen, ..	Pertabgurh.	2nd	125	53	157
Baboo Keshub Chunder Deb, ...	Seetapoor.	2nd	125	35	211
Moonshee Mohomed Husein, ..	Roy Bareilly.	3rd	100	61	176
Moonshee Hunoman Proshad, ...	Barabunkee.	3rd	100	54	234
Moonshee Mool Chund, ...	Hurdui.	4th	80	63	230
Moonshee Bishumbar Dayal, ...	Fyzabad,	4th	80	48	185
Moonshee Moonnee Lall, ...	Sultanpoor.	4th	80	45	198
Pundit Sheo Narain Tewaree, ...	Baraich.	4th	80	7	47

6. District officers visited a considerable number of schools during the cold season, and some have afforded the department valuable assistance in erecting village school buildings. I have frequently recorded the great advantage resulting from the favourable attitude towards education which marks many officers of high rank and position in Oudh.

The importance of such officers remembering that the great work of educating the people has claims upon their sympathy will, I trust, be sufficient to excuse the repeated references to them in the annual reports of this department.

7. The school committees, ordered by the late Chief Commissioner, and referred to in para. 11 of my last report, have not yet as a rule been brought into efficient operation. To this statement, however Gondah is an exception; the school committee of that district have met regularly every month and under the direction of Colonel Ross, the Deputy Commissioner, have done much good. The zillah and tahsíl schools, but especially the former, have been carefully watched, the two aided schools of the district excellently managed, Rs. 3,000 have been invested in Government paper for scholarships to Gondah boys who pass the university entrance examination, and wish to study for a degree at Canning College, and the local school fund has been well administered.

In Fyzabad the committee have met three times during the year, have paid considerable attention to the three aided schools in the district, and have opened a new one at Deagaon. Sub-committees for the tahsíls were appointed and their reports regularly discussed. The late Deputy Commissioner, Mr. Sparkes, reports that "on the whole sub-committees have done well." Colonel Reid, the late Commissioner, took much interest in the school committees, and indeed in all educational operations in his division.

The first meeting of the Lucknow committee was held on the 25th March. The Deputy Commissioner reports that from various causes the committee was unable to meet till towards the close of the year, but that he and his assistants, "as well as other Government officers, visited numerous schools during the cold season and endeavoured to excite the interest of the people in them."

Since the close of the year I have received a copy of the minutes of a committee held at Pertabgurh. There appear to have been no Europeans present: this was not I think intended in the orders of 13th January 1868, nor is it advisable that it should become the rule.

Dr. Young, the Deputy Commissioner of Sultanpoor, reports that he is not able to mention "any of the native committee as having taken any extraordinary interest in education, though most have shown that they do not undervalue it."

Committees do I believe exist elsewhere, but no report of any meetings or of other action has reached me.

II.—Financial and General Statistics.

8. The usual statement showing expenditure under the three heads. (1.) Direction, (2.) Inspection, and (3.) Instruction, is annexed. The percentage shown in the final column was last year 5·4, 9·9 and 84·7. The imperial grant for the year was Rs. 2,19,400, of which only Rs. 1,612 remained unexpended on 31st March.

	Expenditure during 1868-69.			
	From Imperial Funds.	From Local Funds.	Total.	Percentage.
Direction and its subsidiary charges, ...	20,450 5 11	.	20,450 5 11	5
Inspection and its subsidiary charges, ...	35,557 13 5	2,831 1 1	38,388 14 6	9
Instruction (including all educational expenditure not coming under the above heads,)	1,61,780 2 5	1,91,311 13 4	3,53,091 15 9	86
Total. ...	2,17,788 5 9	1,94,142 14 5	4,11,931 4 2	100

9. In the statement given above the term local funds includes all money expended on education in connection with this department, except the amount derived from the imperial revenue: it therefore comprizes (1) the school cess, (2) school fees, (3) general subscriptions administered by Government officers or education committees appointed by Government, and (4) the private expenditure on missionary and some other schools under inspection, whose funds are not administered by Government officers or committees appointed by Government. In Mr. Howell's note on education distinction is made between local and private funds. I am not certain where the line should be drawn: strictly speaking the term local funds should perhaps be confined to (1) the cess, and (2) tuition fees in Government schools. General subscriptions by the native gentry are *voluntary* contributions, and may be withheld; they are however collected by Government officers, and are expended by them or by committees more or less under Government control. Again the income derived from pupils' fees in schools maintained from *general subscriptions*, might be considered local or private funds, according to the view taken of the subscriptions themselves.

Under the circumstances, perhaps the most convenient course will be to give an analysis of the amount entered as expenditure from local funds, so as to enable the Government to make that division between local and private funds which may be considered expedient. With this view the note in the margin* is compiled.

* Expenditure 1868-69 from
(1) The cess,.....Rs. 1,04,232
(2) Fees in Govt. schools, ... „ 12,350
(3) General subscriptions, ... „ 63,642
(4) Fees in schools maintained from general subscriptions, ... „ 9,219
(5) Other funds, ... „ 4,700

10. It will be remarked that nearly half of the total expenditure of the year was derived from local and private funds. Grants from municipal bodies, which in some provinces are very considerable,* are almost *nil* in Oudh. I believe the total contributions are only Rs. 35 per mensem. The cess in Oudh is also lighter than in Bombay and the Central Provinces. With these drawbacks, and considering that the department has existed only five years, the fact that 47 per cent of the total expenditure is raised locally, is worthy of notice.

* In the Central Provinces nearly Rs. 28,000 was contributed by municipalities in 1867-68.

11. The usual statement of income and expenditure on account of the school cess is appended. The collections amount to Rs. 96,511 against Rs. 82,889 in 1867-68, and the expenditure was Rs. 1,04,232 against Rs. 65,202. Nearly Rs. 30,000 have been expended in erecting buildings for village schools.

Districts.	Receipts.				Expenditure.					Balance on 31st March 1869.	Remarks.
	Balance on 1st April 1868.	Collections of cess during 1868-69.	Other receipts.	Total.	For the Normal school.	Salaries of village teachers.	Village school buildings.	Contingencies.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Lucknow.	3023	9889	1754	14666	500	5029	850	2521	8900	5766	
Barabunkee,	2780	12099	262	15141	2000	5885	4000	1168	13053	2088	
Oonao, ...	5960	10149	42	16151	1000	7601	5623	609	14833	1318	
Seetapoor,	1315	5086	39	6440	500	3176	744	1622	6042	398	
Hurdui,	6164	13140	...	19304	2000	6576	4905	1700	15181	4123	
Kheree, ...	170	549	367	1086	...	165	599	...	764	322	
Fyzabad,	3964	8656	...	12620	1700	4553	1936	1625	9814	2806	
Gondah,	477	548	...	1025	...	145	...	...	145	880	
Baraich,	1398	3114	131	4643	2000	364	12	342	2718	1925	
Roy Bareilly,	4225	11512	107	15844	1000	6206	298	1491	11678	4166	
Sultanpoor,	3164	10367	340	13871	1250	4343	3308	609	9510	4361	
Pertabgurh,	6324	11402	218	17944	1500	3937	4537	1620	11594	6350	
Total,	38964	96511	3260	138735	13450	47980	29495	13307	104232	34503	

12. Subscriptions by the native gentry of the Province, amount to Rs. 44,193 against Rs. 66,701 in 1867-68. Of the total Rs. 28,036 are given for special institutions (*vide* margin), and the remainder was collected by Deputy Commissioners and expended on local schools. The following statement is compiled from returns furnished by these officers.

For Canning College,	Rs.	25,098
„ Máhmúdábád School,	„	787
„ Bulrampoor School,	„	2,151
Total,		28,036

Districts.	Receipts.				Expenditure.				Balance on 31st March 1869.	Remarks.
	Balance on 1st April 1868.	Subscriptions collected in 1868-69	Government grants-in-aid carried to credit of fund during the year.	Total.	On account of zillah and Tahsili schools.	On account of aided and private schools.	Buildings and miscellaneous charges.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Lucknow, ...	957	692	...	1,649	505	169	..	674	975	
Barabunkee, ...	3,689	870	1,165	5,724	1,099	2,318	380	3,791	1,933	
Oonao, ...	1,592	555	...	2,147	1,186	...	...	1,186	961	
Seetapoor,... ...	8,792	2,899	6,707	18,398	300	4,447	8,680	13,427	4,971	
Hurdui, ...	5,255	1,704	3,284	10,243	1,788	4,869	3,021	9,698	545	
Kheree, ...	1,131	1,636	342	3,109	745	1,037	204	1,986	1,123	* Excess payments Rs. 60.
Fyzabad, ...	1,605	2.921	1,120	5,646	584	2,418	100	3,102	2,544	† Exclusive of subscriptions to Canning College amounting to Rs. 25,098. Mahmoodabad School, Rs. 787. Bulrampoor School, Rs. 2,151.
Gondah, ...	2,207	3,370	...	5,577	807	521	1,210	2,538	3,039	
Baraich, ...	...	841	794	1,635	58	1,577	...	1,635	...	
Roy Bareilly. ...	3,482	5	...	3,487	593	...	...	593	2,894	
Sultanpoor, ...	455	225	...	680	740	...	...	*740	...	
Pertabgurh, ...	3,954	439	...	4,393	195	...	...	195	4,198	
Total, ...	33,119	†16157	13,412	62,688	8,594	17,376	13,595	‡39565	23,183	‡ Excess payments Rs. 60.

13. It will be observed that the district subscriptions are only Rs. 16,157 against Rs. 31,289 in 1868-69. For convenience of reference a list showing the collections in each district for each of the two years is

DISTRICTS.	Collections in 1867-68.	Collections in 1868-69.
Lucknow,	632	692
Barabunkee,	1,985	870
Oonao,	652	555
Seetapoor,	3,140	2,899
Hurdui,	10,829	1,704
Kheree,	1,548	1,636
Fyzabad,	5,440	2,921
Gondah,	3,369	3,370
Baraich,	2,174	841
Roy Bareilly,	402	5
Sultanpoor,	341	225
Pertabgurh,	777	439
Total,	3,1289	16,157

given in the margin. The decrease is most marked in Barabunkee, Hurdui, Fyzabad and Baraich.

The Deputy Commissioner of Barabunkee reports that "the "falling off in the subscriptions "of 1868-69, is owing to the "talukdárs of Ram Sanai tahsíl "refusing to pay their subscrip-"tions as they are now charged "the school cess."

The Deputy Commissioner of Hurdui explains as follows:—

"Previous to the settlement "all talukdárs and zamindárs paid "a certain percentage on their summary jamas, and when the "settlement had been proclaimed in certain tahsíls, the new school cess "as well as the percentage on summary jamas was levied. This of "course greatly increased the subscriptions, but the landowners have now "in many instances objected, and of course as they can only be compelled "to pay the school cess now determined on by the settlement officer, the "income derived will be greatly decreased. I have spoken to some of "the talukdárs, and some continue of their own free will to subscribe both "under the summary and under the new settlement, but as it is entirely "voluntary on their part I do not expect it will continue long, and then "the only income that can be depended on will be the school cess fixed "by the settlement officer on the present Government demand."

In Fyzabad district a special donation of Rs. 2,682 by Rájah Bishan Prokash Singh for erecting a school house at Ajoodhya swelled the collections in 1867-68, so that the decrease in 1868-69 is not of much significance. Similarly in Baraich the decrease is explained by the fact that Baraich school was supported by subscriptions from the Rájah of Kupurthalla for a portion of 1867-68, whilst in 1868-69 that institution has been maintained by Government, and the two new schools established by the Rájah were only in existence the last few months of the year.

14. The income from fees in schools of all kinds is Rs. 21,569 against Rs. 17,294 in 1867-68 (See margin). The proportion is about six per cent of the whole expenditure of the year.

Year.	Fees collected.	Increase on preceding year.	Remarks.
1865-66,	10,804	...	
1866-67,	*12,447	1,643	*Calculated for 12 months.
1867-68,	17,294	4,847	
1868-69,	21,569	4,275	

15. The following is the usual comparative statement showing statistics of schools, pupils and expenditure for the past two years. The number of schools has risen from 525 to 642, and of pupils from 24,305 to 30,683, being an increase of 117 schools and 6,378 pupils. The expenditure was Rs. 4,11,931 against Rs. 3,27,460. The total number of pupils has increased by nearly

27 per cent, the total expenditure by nearly 26 per cent, and the imperial expenditure by nearly 17 per cent. If the aggregate expenditure during the year be divided by the average number of pupils on the rolls it would give Rs.14-10 as the cost per pupil in 1868-6 9 against Rs. 15-8 in the previous year, of which sums Government paid Rs. 7-12 and Rs. 8-13 respectively. This calculation is however scarcely fair; for the expenditure on the book department is for the most part recovered by sales of books, whilst the expenditure on buildings is of an exceptional nature, and the edifices remain as property. If these two items be omitted, the aggregate cost per pupil will be as shewn in the margin.* In this calculation the cost for superintendence (direction and inspection) is included.

*Total cost.		Cost to Government.
1867-68	Rs. 13 4 0	Rs. 8 5 0
1868-69	„ 12 2 0	„ 7 2 0

Heads of Expenditure.		Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Total expenditure.	Charged to imperial revenues.	Charged to educational cess	Charged to other sources.	Annual cost of educating each pupil. Total cost.	Annual cost of educating each pupil. Cost to Government.
Direction	1867-68	...	...	...	...	17780	17780	...	...	...	...
	1868-69	...	...	...	...	20450	20450	...	...	...	...
Inspection	1867-68	..	...	...	...	32405	29911	2494	...	...	...
	1868-69	...	...	...	.	38389	35558	2831	...	...	...
Zillah schools	1867-68	10	1890	1656	1308	46246	40240	70	5936	27 14 10	24 4
	1868-69	11	2284	2197	1831	57597	48750	478	8369	26 3 5	22 3 0
Anglo-Vernacular Tahsil schools	1867-68	20	2258	2174	1716	32020	23284	628	8108	14 11 8	10 11 14
	1868-69	19	2164	2149	1775	30510	22319	773	7388	13 15 0	10 3 4
Vernacular Tahsil schools	1867-68	14	1324	1100	849	8716	7358	408	950	7 14 9	6 11 0
	1868-69	20	2152	2034	1632	12161	8911	1330	1920	5 15 7	4 6 1
Village schools	1867-68	381	13707	11228	8871	33753	...	31684	2079	3 0 1	...
	1868-69	483	18261	16313	12910	51507	...	47630	3877	2 14 1	...
Govt. female schools ...	1867-68	24	436	380	308	2005	1453	465	87	5 4 5	3 13 2
	1868-69	33	653	585	467	3822	3188	622	12	6 8 6	5 5 5
Jail schools	1867-68	1	104	114	91	218	..	...	218	1 14 7	...
	1868-69	2	90	92	74	360	...	...	360	3 14 7	...
Normal schools	1867-68	2	182	207	180	18604	5192	13400	12	89 14 0	25 1 3
	1868-69	2	227	226	208	20706	7452	12894	360	91 9 10	32 15 7
Private colleges	1867-68	1	16	9	8	7786	3148	...	4638	865 1 9	349 13 3
	1868-69	1	24	16	14	11761	5756	...	6005	735 1 0	359 11 10
Higher private schools ..	1867-68	4	1000	953	731	47139	28022	...	19117	49 4 11	29 4 11
	1868-69	2	818	763	649	40331	22571	...	17760	52 18 9	29 9 4
Middle private schools ...	1867-68	22	1808	1785	1273	21926	8945	..	12981	12 4 6	5 10 2
	1868-69	24	2231	2105	1654	32784	15594	455	16735	16 8 9	7 6 6
Lower private schools ...	1867-68	33	1267	1191	892	8706	3214	...	5492	7 4 11	2 11 2
	1868-69	35	1471	1395	1132	10043	3773	488	5782	7 3 2	2 11 3
Private female schools ...	1867-68	13	313	334	239	11738	4487	...	7251	35 2 3	13 6 11
	1868-69	10	308	293	225	10790	4592	...	6198	36 12 1	15 10 9
Prizes	1867-68	...	...	...	..	618	618	...	...	...	...
	1868-69	...	...	...	...	897	897	...	.	...	...
Miscellaneous (Buildings repairs &c. &c.,)	1867-68	...	...	...	...	18465	1065	7940	9460	...	...
	1868-69	...	...	...	...	49223	6133	29495	13595	...	...
Institutions of science and art (book department)	1867-68	...	...	...	...	14869	9832	5037	...	...	...
	1868-69	.	...	.	...	20600	11814	8786	...	...	...
Total	1867-68	525	24305	21134	16460	327460	186782	62126	78552	...	...
	1868-69	642	30683	28168	22551	411931	217788	105782	88361	...	...
Increase .		117	6378	7034	6091	84471	31006	43656	9809	...	...

16. The two following statements give particulars of profession and caste of pupils. The only unsatisfactory feature is the small number of talukdarí boys who attend school: the total number is 70. In the corresponding table last year the number entered was 101. In the list subsequently called for it appeared however that 31 of those entered as talukdárs were really children of superior zamindárs. This year such pupils have been excluded from the list, and therefore the difference between the entries this year and last is not of real significance. Still it is very much to be regretted that more of the class which ought to be the most enlightened and most anxious to understand the wishes and objects of Government, do not attend school. Sir Charles Wingfield considered the influence of the zenanas was the great obstacle to the boys being brought from home to school: and it is difficult to see what else can be the cause. The Wards Institution in connection with Canning College is so excellently managed, and such care has been taken by those who have charge of it to meet the wishes of parents and guardians, that only some extreme reluctance to part with their boys or a sad indifference to education can account for the talukdárs as a body not glady taking advantage of it.

17. There has been a fair increase in all other classes of pupils: out of the whole 30,683, nearly 14,000 are connected with the land, and of these over 7000 are children of cultivators. In regard to caste and religion it will be observed that the Mahomedans are this year considerably less than one-third of the Hindoos, whilst last year they exceeded that proportion.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Talukdars.	Zamindars including lumberdars, pattidars theksdars, &c., &c.	Putwarees and kanoongoes.	Cultivators.	Total.	Government servants.	Private servants.	Total.	Professional men, such as pundits, moulvis, hakims, writers, &c., &c.	Trading class including bankers, merchants, shop-keepers, &c., &c.	Artizans, manufacturers, as smiths, carpenters, weavers, &c., &c.	Others.	Grand total.	Remarks.
Pupils.	70	4767	1819	7059	13715	2031	3408	5439	2210	5499	2174	1646	30683	

1	2	3	4	5	6	7	8	9	10	11
		HINDOOS.								
	Christians.	Brahmins.	Khetries.	Baish and Kayaths.	Sudras.	Total Hindoos	Mahomedons.	Others.	Grand total.	Remarks.
Pupils.	91	8410	3881	7065	4011	23367	7145	80	30683	

III.—University Examinations.

18. The following statement shews the results of the University Examinations, so far as Oudh is concerned, for the last three years.

Year.	Entrance Examination.		First Arts Examination.		Remarks.
	Number of candidates.	Number who passed.	Number of candidates	Number who passed.	
1866	23	6	...	...	(A) Includes four ex-students of Oudh schools.
1867	17	15	...	...	(B) Includes three ex-students of Oudh schools, of whom two are teachers and one employed in a Government office.
1868	38 (A)	31 (B)	3	3	

19. It will be observed that our first candidates for the First Arts Examination went up last year, and that all three were successful. From a statement recently issued by the Registrar of the university it appears that the total number of candidates at the Entrance Examination last December, was 1734, of whom 892 passed: of the latter number Bengal contributed 734, the North Western Provinces 67, the Punjab 43, Oudh 31, the Central Provinces 8, and Ceylon 9.

20 An analysis of the results of the First Arts and Entrance Examinations of December last is given below. Of the 31 successful candidates for matriculation, 6 were from the Martiniere, a private institution not connected with this department, 17 from aided institutions, and 8 from Government zillah schools. Only 2 out of the 31 were placed in the 3rd division, so that 29 may be fairly said to have passed creditably. The highest of the native candidates was Monohar Lall from Fyzabad school, who was however beaten by two of the European boys from the Martiniere. None of the native candidates failed in the 2nd language. Of the whole number of candidates, 7 took Latin, 27 Urdú, 3 Hindí, and 1 Arabic.

Name of Institution.	Class of Institution.	Number of Candidates.	Passed in the			Failed in				Remarks.
			1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.	
First Examination in Arts.										
Canning College, ...	Aided Institution,	3	...	2	1	...	...	...	...	
	Total, ...	3	...	2	1	...	...	...	...	
Entrance Examination.										
Fyzabad zillah school, ...	Govt. Institution,	*6	2	4	...	...	...	...	...	* Includes two ex-students, one now employed as a teacher, and the other a clerk in the Fyzabad Deputy Commissioner's office.
Oonao zillah school. ...	Ditto.	3	...	2	...	1	...	...	...	
Canning College, ...	Aided Institution,	20	5	10	1	1	...	2	1	
Bulrampore School, ...	Ditto,	1	...	...	1	...	...	...	...	
La Martiniere College, ...	Private Institution,	†8	4	2	...	1	1	...	...	† Includes two ex-students now teachers.
	Total, ...	38	11	18	2	3	1	2	1	

IV.—Government Schools.

21. The following statement is prescribed by Government :—

Description of Institutions	Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total Expenditure. From imperial funds.	Total Expenditure. From local funds.	Remarks.
Government					Rs.	Rs.	
Schools of the higher class, Superior zillah schools, ...	2	578	599	494	13,484	2,542	
Schools of the middle class, Inferior zillah schools,	9	1,706	1,598	1,337	35,266	6,305	
Schools of the middle class, Anglo-Ver. Táhsíl do,	19	2,161	2,149	1,775	22,349	8,161	
Schools of the middle class, Ver. Táhsíl do,	20	2,152	2,034	1,632	8,911	3,250	
Schools of the lower class, Village ditto,... ...	483	18,261	16,313	12,910	...	47,061	
Jail Schools, ...	2	90	92	74	...	360	
Female Schools, ...	33	653	585	467	3,188	634	
Normal Schools, ...	2	227	226	208	7,452	13,254	
Total, ...	570	25,831	23,596	18,897	90,650	81,567	

22. In former years all zillah schools were entered in the higher class This was convenient as implying that these institutions are intended to be superior to Anglo-vernacular schools in the smaller stations, that they are indeed to be the highest institutions in the province after Canning College, to which they are expected when fully matured, to send up a set of matriculated students every year. In other provinces however it is now the practice to call those only higher class schools which have actually sent up and passed candidates at the Entrance Examination, and as the statement given above is one of those which are usually incorporated in the annual "note" into a *general statement* for the whole of India, it is necessary to adopt the rule which prevails elsewhere : hence only two zillah schools (*viz.* Fyzabad and Oonao) are entered as higher class schools, and the remaining nine which have not as yet passed any pupils at the Entrance Examination are entered as schools of the middle class.

23. The increase in schools, pupils, and expenditure as compared with 1867-68 is shewn below. The total percentage of attendance including schools of all kinds was 79 (nearly) in 1867-68, and a little over 80 in 1868-69.

Year.	Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total Expenditure. From imperial funds.	Total Expenditure. From local funds.	Remarks.
					Rs.	Rs.	
1867-68	452	19901	16859	13317	77,527	64,035	
1868-69	570	25831	23596	18897	90,650	81,567	
Increase.	118	5930	6737	5580	13,123	17,532	

24. The following statement shews statistics regarding fees collected in Government Schools :—

Description of Institutions.		Rates charged.	Amount of fees collected. During 1867-68.	Amount of fees collected. During 1868-69.	Remarks.
Government.	Zillah schools.	2 annas to Rs. 6	3060	5662	
	Town schools	1 anna to Rs. 5	2042	2811	
	Village or lower schools	3 pie to R. 1	2069	3877	
	Total ...	3 pie to Rs. 6	7171	12350	

25. In paras. 23 to 25 of my last report I described the efforts made to increase the income from this source, and stated the reasons why it appeared injudicious to raise the rates further. The subject has continued to occupy attention during the past year, and though it was not thought advisable to raise the minimum rates during a time of scarcity, when the price of provisions was unusually high, still the income in the zillah schools has largely increased viz. from Rs. 3060 to Rs. 5662. Nor is this principally due to an increase in pupils in those institutions, but rather to an increase in the average rate charged, for whilst the number of pupils has risen by about 33 per cent, the fee receipts have increased by 85 per cent. In town and village schools also the amount realized from fees has increased considerably. The total receipts are no doubt small when compared with the number of pupils, but it must be remembered that the *town population* of Oudh is extremely poor, whilst the majority of pupils in village schools belong to the agricultural classes, who are exempt from paying fees because they contribute to the cess, the fund from which these schools are wholly supported.

A.—Zillah Schools.

26. Although for the reason given in para. 22, two of these institutions have been classified as higher, and the remaining nine as middle class schools, it is most convenient to describe them together. The following table includes the whole :—

Names of institutions.		Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Percentage of average attendance to average number on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Government.	Remarks.
									Rs. A. P.	Rs. A. P.	
Barabunkee ...	1867-68	171	160	131	81	250	4034	3534	25 3 5	22 1 5	
	1868-69	225	212	179	84	462	4547	3647	21 7 2	17 3 3	
Oonao	1867-68	194	196	147	75	324	4957	4251	25 4 7	21 11 0	
	1868-69	172	174	147	84	438	5484	4476	31 8 4	25 11 7	
Seetapoor ...	1867-68	138	136	114	84	297	5077	4347	37 5 3	31 15 5	
	1868-69	215	207	187	90	681	5717	4522	27 9 11	21 13 6	
Hurdui	1867-68	140	119	106	89	216	3555	3196	29 13 11	26 13 7	
	1868-69	154	139	120	86	410	4104	3605	29 8 4	25 14 10	
Lukhimpoor ...	1867-68	96	98	77	78	143	3666	3438	37 6 6	35 1 4	
	1868-69	130	116	96	82	216	3610	3267	31 1 11	28 2 7	
Fyzabad	1867-68	439	346	295	85	790	8509	7181	24 9 5	20 12 0	
	1868-69	406	425	347	82	987	10542	9008	24 12 10	21 3 1	
Gondah	1867-68	167	124	91	73	217	3820	3201	30 12 10	25 13 0	
	1868-69	252	201	179	89	534	4320	3579	21 7 10	17 12 10	
Baraich	1867-68	...	...	...	...	...	...	...	... ...	... ...	
	1868-69	82	110	77	70	270	5043	4773	45 13 5	43 6 2	
Roy Bareilly ...	1867-68	195	171	124	72	339	4625	3924	27 0 8	22 15 2	
	1868-69	246	265	214	81	564	5525	4527	20 13 7	17 1 4	
Sultanpoor ...	1867-68	230	192	133	69	231	4245	3815	22 1 9	19 13 10	
	1868-69	212	188	156	83	510	4523	3948	24 2 3	20 15 5	
Pertabgurh ...	1867-68	120	114	90	79	253	3758	3353	32 15 4	29 6 6	
	1868-69	190	160	129	80	590	4182	3398	26 2 2	21 3 9	
Total 11 schools	1867-68	1890	1656	1308	79	3060	46246	40240	27 14 10	24 4 9	
	1868-69	2284	2197	1831	83	5662	57597	48750	26 3 5	22 3 0	

27. The above figures shew an increase in the totals of attendance, fees, and expenditure, and a decrease in the cost per pupil; this, following similar results last year, is satisfactory. The average attendance for the year is 83·3 per cent of the number on the rolls: in the preceding year it was 78·9. The improvement arises partly from more care having been taken to strike off the names of absentees, but also partly to the fact, that in the preceding year there was much sickness and the rains were unusually heavy. The note in the margin shews whence the funds expended on zillah schools were derived.

From imperial funds, ...	48750
" fees, ...	5662
" subscriptions, ...	2700
" the cess, ...	478
" other sources, ...	7
Total	57597

28. The usual annual examination was held in September and was as thorough a test as could be desired. I append a copy of the scheme of studies, and need only remark here that each class was examined in the subjects prescribed for it, and promotions allowed to those only who obtained at least 40 per cent of the total marks. The following statement shews the percentage of marks gained:—

Names of zillah schools.	Percentage of marks gained by				Remarks.
	Entrance class.	1st class.	2nd class.	3rd class.	
Fyzabad.	44	...	40	50	
Oonao.	54	...	40	55	
Seetapoor.	...	...	39	50	
Gondah.	...	...	...	42	
Barabunkee.	...	57	40	...	
Sultanpoor....	...	...	43	46	
Roy Bareilly	...	...	34	34	
Pertabgurh	...	49	...	41	
Hurdui	...	...	49	52	
Luckhimpoor	...	...	47	50	
Baraich	...	...	20	14	

29. From what has been stated above it will appear that a statement showing a classification of our schools at any given time, affords the means of ascertaining the exact amount of instruction which has been received by the pupils then attending : by referring to the printed course of studies any person who chooses can learn what each pupil has already mastered, and the books he is now studying. This is true of all classes of Government schools and of nearly all the aided institutions, for most of the latter have adopted the Departmental "schemes," and those which differ, only differ in substituting one text book for another of much the same degree of difficulty. The course for zillah schools consists of eight classes, and beginning from the vernacular alphabet ends with the University Entrance Course. It may be divided into three sections as noted in the margin.

Section.	Classes included.	Time occupied.
Lower, ...	VII to V,	2 to 3 years.
Middle, ...	IV to II,	3 years.
Higher, ...	I & Entrance,	2 years.

In the lower section a boy learns to read and write the vernacular moderately well, to work examples in the simple and compound rules in arithmetic, to read and write easy lessons in English, the elements of Urdú grammar and the Geography of Asia. This is usually completed in three years, but diligent pupils can get through it in two.

In the middle school a pupil learns to read and translate ordinary English composition fluently, to copy well, to write correctly from dictation, and begins English composition. He also goes through an easy English grammar and begins to make use of English as a medium for acquiring a knowledge of history, geography, arithmetic, algebra and geometry. Meanwhile he studies Indian History, geography, arithmetic, and geometry in the vernacular, together with Persian grammar and the easier Persian classics.

The higher section is occupied with the University Entrance Course, including English literature and grammar; history (ancient and Indian) and geography: arithmetic, algebra, and geometry (4 books): vernacular and Persian literature.

30. The statement below shows what progress pupils in zillah schools had made in the above at the close of 1868-69, as compared with 1867-68. Fyzabad has all classes at work. Oonao, Seetapoor, Lukhimpore, Hurdui, Nawabgunge, Sultanpoor and Roy Bareilly have all but the entrance class, whilst Pertabgurh, Gondah and Baraich want both the entrance and 1st classes.

Year.	Number of Pupils in Classes.										Total.
	University Entrance Class.	I.	II.	III,	IV.	V.	VI.	VII.	Persian.	Sanskrit.	
1867-68, ...	15	15	95	120	185	229	447	754	11	19	1,890
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284

31. *Buildings.*—Oonao school has not a very substantial building, two rooms have been re-roofed this year and the rest repaired under the supervision of Mr. Brockman the Executive Engineer. The new building at Belah (Pertabgurh) was completed early in the year. Roy Bareilly school has been re-roofed, two new rooms added and the whole thoroughly repaired. At Baraich the new building is not yet finished. Lukhimpoor and Hurdui buildings are not substantial; the former is to be repaired, but an excellent new building for Hurdui is provided for in the budget of 1869-70.

32. A brief account of each zillah school is annexed.

(1). *Oonao.*—The number of names on the rolls has decreased from 194 to 172, but the average attendance is 147 the same as last year: the percentage is 84 against 75 in 1867-68. The head master says that the high price of provisions induced the poorer people to withdraw their children and send them to work. The fee receipts were Rs. 438 against Rs. 324 last year, a fair but not a large increase. The school sent up three candidates to the University Entrance Examination last December and of these two were successful and passed in the 2nd class. Classes IV and V are not as large as is desirable, but on the whole the school is in a satisfactory state. Major Shaw, Deputy Commissioner, presided at the distribution of prizes, and has made over the old dispensary for the accommodation of pupils from distant parts of the district. Captain Noble, Assistant Commissioner, carefully examined the first two classes in November, and presented several volumes to the school library.

(2). *Nawabgunge (Barabunkee).*—The number on the rolls has increased from 171 to 225, and the average attendance from 131 to 179: the income from fees has risen from Rs. 250 to Rs. 462. The classes are not on the whole satisfactory. The head master has evidently confined his attention to the highest, and taken little notice of the lower classes and branch schools, which betray signs of irregularity on the part of pupils and carelessness in the teachers. The necessary changes have been made, and I hope to see improvement when I next visit the school. Eight pupils from the district live in the school outhouses.

(3). *Seetapoor.*—Three branches were opened early in the year, and the total number of pupils has therefore been increased from 138 to 215, and the average attendance from 114 to 187; the attendance is more regular than in any other Government school, being for the whole year about 90 per cent of the number on the rolls. The branches have not yet sent many pupils to the central school. The fee receipts have risen from Rs. 297 to Rs. 681; the latter amount being nearly 12 per cent of the whole expenditure for the year. The classes are generally well taught; the lowest (VI and VII) are at present unduly large, but it is hoped very many of the pupils will be fit for promotion in September. The school house is large and commodious, and when I last visited Seetapoor I was much pleased with the orderly appearance of the classes and the cheerful zeal and readiness of the pupils. There is as yet no accommodation for pupils from a distance. The Commissioner, Mr. Tucker, Deputy Commissioner, Major Thompson, and Settlement Officer, Captain Young, examined the school in April 1868.

(4). *Hurdui.*—The numbers are 154 against 140 last year; the average attendance 120 against 106; the percentage 86 against 89: the fee income Rs. 410 against Rs. 216. There are 18 out-station pupils, of whom 12 are at their own expense, and the rest have been sent from tahsíl schools on small scholarships. There is no accommodation for these pupils on the school premises. The two branches and class IV of the main school were not satisfactory when I examined them: in other respects the school was creditably managed.

(5). *Lukhimpoor.*—The station is small, and to recruit the attendance a branch school for young boys was opened during the year at Kheree, a town three miles distant, hence the total number of pupils has risen from 96 to 130, and average from 77 to 96. Fee receipts have increased from Rs. 143 to Rs. 216. No talukdárí boys attend the school: most of the pupils are children of the court amlah or shop-keepers.

33. Mr. Thomson thus describes the zillah schools in his circle.

Fyzabad.—"The school at Fyzabad still continues to be the largest and most advanced in this circle."

"The number on the rolls at the close of this year is somewhat smaller than at the close of 1867-68, *viz.*, 406 against 439 This falling off however is only apparent. It is due to the fact that the branch schools are now much more closely superintended, and if boys are in any

way irregular their names are struck off. The average number on the rolls throughout the year has been 425 against 346 in the previous year, and the average daily attendance has been 347 against 295. The fees have risen from Rs. 790-6-6 to Rs. 987-6-3. Notwithstanding the increase to the staff of teachers the total cost per pupil per annum is only Rs. 24-12-10, instead of Rs. 24-9-5, as in 1867-68, and the cost to Government Rs. 21-3-1 instead of Rs. 20-12-0."

"All the classes in the school have made good progress during the year, and are at present well grounded in the subjects taught. At the last entrance examination four scholars presented themselves, all of whom passed, *viz.* two in the 1st grade and two in the 2nd, a result highly creditable to Babú Kesab Deb Sandyal, who prepared them. Besides these four who went up directly from the school two former pupils also passed, both in the 2nd grade. One of these, to whom I alluded in my last annual report, had prepared for the examination of 1867, but was unable to present himself; the other had failed in 1866. Neither of them had attended any school since leaving Fyzabad."

"Of the pupils 246 attend the central school and the remaining 160 the four branch schools. I found that the entrance class required so much of the head master's time that he was unable to look after the branch school masters, who were not so diligent and regular as they ought to have been. I therefore appointed the 5th master, Múnshí Radha Krishn, superintendent of the branches. He visits one every day, examines the boys on what they have learned during the previous four days, gives them a lesson himself, and prescribes work for the next four days. The boys are now as efficiently taught in the branches as if they were in the central school, under the head master's eye. No one is admitted into the central school, until he can read and write Urdú distinctly."

"There are at present nine boys preparing for the entrance examination in December next, and the head master expects six or seven of them to pass creditably."

Sultanpoor.—Here also there has been a slight falling off, and from the same cause. The numbers at the close of this year are 212 against 230, at the close of 1867-68. But the average daily attendance has risen from 133 to 156. A large number of buniahs live in Sultanpoor, who wish to have their sons taught Kyathi and nothing else. A Kyathi class had been kept up from the time the school was established, in the hope that when boys had learned Kyathi, they might be induced to go on with Nagri and Urdú, if not with English. This hope, however, was not realized, and as I did not feel justified in spending money merely to teach writing names, and buniahs' accounts, I instructed the head master to strike off the names of all who did not follow the regular zillah school course of studies. The fees have risen from Rs. 192-6-0 to Rs. 508-12-0, which is satisfactory. The head master, Babú Madho Suddun Mookerjee, does his own work as carefully as in previous years, but he is still rather easy with some of his subordinates and with irregular pupils.

Pertabgurh.—" Early in the year the new school house at Macandrewgunge was finished, and the boys removed to it. Since that time the numbers have risen from 111 to 190, and are still increasing. This is a better result than was to be expected in such a place. The average number on the register during the year has been 160 against 114, and the average daily attendance 129 against 90. The fees have risen from Rs. 252-12-0 to Rs. 590-4-0. The head master, Babú Kasi Prosanna Ghatack, had been absent on sick certificate during the greater part of the year, but his place has been ably supplied by Babú Ram Mohun Banerjee, B. A., to whose exertions the great increase of boys, &c., is largely due. Where there has been so rapid an increase, a great number of the scholars must necessarily be in the lowest classes, but all are well taught and making good progress."

Roy Bareilly.—" Here, also the numbers have increased, *viz.* from 195 to 246, and the average daily attendance has risen from 124 to 214. The amount of fees in 1867-68 was Rs. 224-15-0; in 1868-69, it has been Rs. 564-6-6. The total cost per pupil per annum has fallen from Rs. 27-0-8 to Rs. 20-13-7, and the cost to Government has fallen from Rs. 22-15-2 to Rs. 17-1-4. This decrease of the cost per pupil is very satisfactory considering that an additional teacher on Rs. 70 per mensem was appointed during the year."

" I have twice inspected this school (as I have all zillah schools in my circle) during the year, and am highly satisfied with the present condition of the classes. The school house and grounds are admirably neat and clean, the boys orderly and quiet, and all the classes showed by their prompt and accurate answering that they had been carefully and ably taught. I should not be doing my duty if I did not draw your attention to the efficient manner in which Mr. Walsh has managed this school. He speaks very favourably of his assistants, especially Pandit Prithi Nath and Múnshí Muzhar Hussun. From what I saw of their work I consider they are entitled to the praise which the head master awards."

Gondah.—" Here, also there has been a satisfactory increase, *viz.*, 78 boys. At the close of 1867-68, there were 174, at the close of 1868-69 there are 252 scholars. The average daily attendance during the year has been 89 per cent of the number registered against 74 per cent in the previous year, a result which I anticipated from Mr. Daniell's careful management in my last annual report. The fees have risen from Rs. 217-5-0 to Rs. 533-8-3. Mr. Daniell says 'care is taken to exact as high fees as possible, and the rates now paid could not be raised without driving away a large number of scholars."

" This school is not so well advanced as the other zillah schools, there being neither entrance nor 1st class and only seven boys in the 2nd class. This, however, is not owing to any fault of the present head master, but is due entirely to his predecessor. The classes are now well taught, and I believe every one of the boys will be fit for promotion at the next general examination. Mr. Daniell's manage-

ment has been very successful, and his quiet, modest, obliging disposition has gained him the good will of all with whom he comes in contact, whether Europeans or natives. He speaks favourably of the 2nd master, Babú Kalidas Buttacharjee."

"The Education Department is under great obligation to the Deputy Commissioner of Gondah, Major Ross, and to the local school Committee. They have taken a lively interest in the school and have rendered this department valuable assistance in many ways."

"*Baraich.*—This school was established as a mission school by the late Revd. Mr. Munniss in May 1862, and was organized as a zillah school in April 1868. At the time it became a zillah school, it had 129 boys on the rolls with a monthly income from fees of Rs. 15-4-0. Formerly it contained nearly 200 boys, but a large number always attended irregularly and learned whatever they had a fancy for without regard to a regular course. When the school came under this department and the people found that they must pay a small fee as well as provide their boys with all necessary books, a great number withdrew. Others were struck off for irregularity of attendance. In this way the number fell to about 70. However the school has now been placed on a firm foundation and boys are beginning to return. The year closes with 82 boys on the register and an average daily attendance of 93 per cent of the registered number. The fees now amount to Rs. 31-15-0 per mensem."

"When I inspected this school last, *viz.*, in January, I was far from satisfied with it. The masters were not to blame for the reduced numbers, but the classes had been badly taught. Even where the boys could answer there was a good deal of hesitation, and some important subjects, notably Urdú grammar, seemed to have been altogether overlooked. The head master evidently worked with all his heart, and showed a fair degree of skill, but the 2nd, 3rd, and 4th masters were wanting both in skill and earnestness. I shall again examine the school during the current month, and make such arrangements as appear necessary to secure future efficiency. Great inconvenience is felt here from not having a proper school house."

34. The following general remarks regarding zillah schools are also from Mr. Thomson's report.

Increase of numbers.

"In my last annual report I said that no great increase of numbers was now possible in zillah schools, and that we must seek chiefly for more thorough teaching. In the five schools existing at the close of 1867-68 there were 1149 boys; there are now in the same five schools 1235, as great an increase as was reasonably to be expected. All the schools, but especially Roy Bareilly and Gondah, have been better taught than in previous years. In two or three years these two schools will contain a much greater proportion of pupils in the higher classes, but I do not know that the classes as a whole are likely to be better grounded in all the subjects taught than they are at present. The results of the university examination show that Fyzabad school will

have no difficulty in maintaining a high place among the schools of its class throughout India. In 1870, a considerable number of candidates will be sent to the entrance examination from Roy Bareilly and Sultanpoor schools. They are all lads likely to pass with credit."

" *School Libraries.*—I am happy to say large additions have been made to the libraries during the year. In Fyzabad Mr. Carnegy sent us a large number of reviews and magazines, which have been strongly bound and form 49 or 50 handsome volumes. These are excellent reading for the more advanced boys. The articles are not so long as to fatigue a reader who has to refer pretty frequently to his dictionary, there is such variety that every one finds something to his taste, and the style is much better calculated to give the reader a good practical knowledge of English than the seventeenth century authors prescribed by the Calcutta University. The best thanks of the department are due to Mr. Carnegy for his valuable gift. The school also subscribes for the Illustrated London News, which the boys read with interest."

" At the sale of the late Colonel Cowper's property at Sultanpoor, I instructed the head master to buy as many books as the school funds would allow, and in this way a good number of standard works was obtained.

" The head master of Roy Bareilly says that during the hot season and rains his boys read largely, but that during the cold season very few books are taken out. This means that the boys find it tedious reading by the dim light of a chiragh, but enjoy the books when they can read them by daylight."

" *Fees.*—It will be seen that the fees collected in the five schools that were at work in 1867-68 have risen from Rs. 1677-12-6 in that year to Rs. 3184-5-0 during 1868-69. The minimum fee is two annas a month. I had hoped to see this raised to four annas a month during 1869-70, but the present unusually high prices of the necessaries of life render such a change impossible, as it would force away many of the scholars. If the autumn crop is good, the higher fee may perhaps be introduced towards the close of the year. There is little difficulty now in getting parents to pay as much as they can afford, for all begin to see that a good English education soon repays its cost. The young men educated in our schools are in great demand, as district officers find them in many ways preferable to men from other provinces."

" And here I may be allowed to notice what has become of the young men educated in the schools of Oudh although the remarks do not apply to this circle. Higher education in this province began with the Canning College, of which I took charge at its opening just five years ago. The highest class then consisted of 11 young men. Of these, one is now a tahsildár on Rs. 150 a month, four are translators on Rs. 100, one is a Deputy Inspector of schools on Rs. 80, one is head master of a grant-in-aid school on Rs. 60, two are still students, one is dead, and I do not know where the remaining has one gone. Our students have cer-

tainly had no reason as yet to complain of the pecuniary return their education has brought them. I am happy to add we have no reason to be ashamed of the men our department has produced. I have made careful enquiries from superior officers and others, and I find that in all cases the men from our schools are doing their work satisfactorily and in some cases with marked ability."

"*Boarding houses.*—I have had the honour on previous occasions to point out the necessity of boarding houses in connection with the zillah schools, but they are now so urgently required that I hope to be pardoned for returning to the subject. At Fyzabad and Roy Bareilly there is a large number of boys who have come from village and tahsílí schools to learn English, some on scholarships, some at their own expense. These find difficulty in obtaining lodgings in the town, and even when they do get houses they are often inconvenient and in bad localities. The boys themselves are eager to have proper boarding houses in connection with the schools. In some provinces I have seen the educational officers take great credit to themselves for introducing such houses, but I am obliged to apologize to the students for not doing so. I beg therefore again to propose that two boarding houses with accommodation for 20 students each be erected at Fyzabad and Roy Bareilly as soon as possible."

35. With reference to the above remarks I may observe that the Chief Commissioner has sanctioned a grant of Rs. 250 from "general savings" to each zillah school in aid of its library, and that books will shortly be ordered from England.

Boarding houses would undoubtedly be very useful. The zillah school is the chief educational institution of the district in which it is placed; promising pupils from inferior schools are encouraged to join it after finishing the course taught near their own homes. To some, scholarships are allowed for this purpose. It is impossible to have a good English school in every village, and it is also vain to suppose that all those for whom a good English education is desirable reside in the sudder station. But it is scarcely prudent to bring young lads from country homes and leave them to find lodgings in the bazar of the district town, where no proper supervision is possible. A cheaply constructed house suited to native habits and with accommodation for one of the masters, would meet the case. An application on the subject has been recently submitted to the Chief Commissioner.

B.—Middle Class Schools.

(1) *Anglo-Vernacular.*

36. There are nineteen schools of this class: at eleven the whole establishment is paid by Government, at the remaining eight the vernacular teachers are paid from imperial funds, and the English establishment from subscriptions, aided in five cases by Government grants-in-aid. There were twenty schools of this class last year. The English teacher was removed from Nanparah school under the circumstances explained in para. 38 of my report last year.

The following statement gives statistics of these schools for two years.

Institutions.	Number of pupils on Rolls at the close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average No. of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
					Rs.	Rs.	Rs.	RS. A. P.	RS. A. P
20 Anglo vernacular Tahsil Schools 1867-68, ...	2258	2174	1716	79	1581	32020	23284	14 11 8	10 11 4
19 Ditto ditto 1868-69,...	2164	2149	1775	82	2043	30510	22348	13 15 0	10 3 4

37. It will be observed that the number of pupils on the rolls at the close of the year and the average number on the rolls during the year is slightly less than in 1867-68, this is explained by Nanparah school being now entered among vernacular institutions. The total average attendance and fee collections for the nineteen schools exceeds the same for the twenty schools last year, and the percentage of attendance to names on the rolls is 82, against 79 last year.

The average annual cost per pupil is Rs. 13-15-0 against 14-11-8 in 1867-68, and to Government Rs. 10-3-4 against Rs. 10-11-4. The reduction, slight though it be, is satisfactory, as it follows a very important reduction last year.

38. The course of studies for these schools is the same as that for classes III to VII of zillah schools, which has been fully described in Para. 29. It would be a great advantage if the course for one class higher could be taught, but in most of the schools there is but one English teacher, and it is difficult for him, even with the aid of monitors, to instruct the four English classes already existing. Funds are not available for assistant English masters, and therefore boys who wish to continue their studies, after finishing the course now taught, have to migrate to the zillah schools of the district. The usual written examination was held in September, and the schools were also carefully inspected in the cold weather. Progress has been made on the whole, as the following statement of classes shows: it must be remembered that class I here corresponds with class III of the zillah course.

Institution.	Number of pupils in Classes I	II	III	IV	V	Total.
20 A. V. T. Schools 1867-68	84	218	285	547	1124	2258
19 A. V. T. Schools 1868-69	146	189	336	517	976	2164

39. Out of the nineteen schools, fifteen have all classes at work that can be taught by the available staff, and may be considered successful. The remaining four * have as yet only reached class II of their scheme. The English teacher was added at Ramnuggur only about a year and a half ago; but the other three have been at work four years, and unless a first class can be formed next September, it will I think be doubtful whether the English element should be retained in these institutions. English teaching is expensive, and should only be supplied where the people can and do keep their children at school regularly and for at least six years. Where this is not done a vernacular school is sufficient, and indeed more useful than one in which an attempt is made to teach English. Ability to read and understand ordinary English composition, even with the frequent assistance of a dictionary, plus a good vernacular education, is very valuable; and this the schools now under notice offer to all who attend regularly for five or six years; but when the inhabitants cannot or will not allow their children to attend school for more than three or four years it is better that they should give their whole attention to the vernacular: the opposite course results in inaccurate vernacular and arithmetic, and an absurd attempt to remember and use childish sentences from the English primer.

Rudowli.
Ramnagur.
Colonelgunge.
Salone.

I venture to make these remarks not so much with reference to the three schools alluded to above, and which I consider not quite satisfactory, but rather because officers and native gentlemen in proposing to add English teachers to vernacular schools sometimes forget that the additional expenditure will not *necessarily* improve or extend education. It may and generally does so, but it also may not.

40. I append the following brief notes on schools of this class.

(1.) *Purwah.*—I was not satisfied with the classes at Purwah, when I examined the school in February, and had to prescribe a re-arrangement of the work. The average attendance has decreased from 161 to 138; this is partly owing to change of masters, and partly to more strictness being exercised in levying the fees, which have risen from Rs. 124 to Rs. 153. Seven pupils from this school having finished the course, joined the zillah school after the September examination.

(2.) *Shahabad.*—Average attendance 157 against 219 last year; one branch was closed about the middle of the year, and the head master has been away on sick leave for some months; hence the falling off in attendance. All the classes except the second were satisfactory.

(3.) *Bilgram.*—The average attendance has risen from 93 to 109 and the fee collections from Rs. 139 to Rs. 172; the classes are in very fair order. Nine boys of class I successfully passed the examination in September.

(4.) *Sandilah.*—The average attendance has risen from 128 to 151, and the fee receipts from Rs. 132 to Rs. 157. Six boys obtained promotion from class I in September and the lower classes did creditably.

(5.) *Durrabad.*—The average attendance was 91 against 71 in the preceding year; fee collections Rs. 139 against Rs. 97. Four pupils from class I obtained scholarships at the zillah school in September. The school is in good order, but too large a proportion of the pupils are in the lowest class.

(6.) *Rudowli.*—The average attendance has risen from 48 to 89, and fees from Rs. 52 to Rs. 93. The people of Rudowli are principally Mahomedans, and are continually quarrelling amongst themselves. The school has slightly improved, but is far from satisfactory.

(7.) *Ramnagar.*—The average attendance has risen from 47 to 57, and fee receipts from Rs. 35 to Rs. 84. Too large a proportion of pupils are in the lowest class.

(8.) *Biswah.*—The average attendance is 124 against 93 in 1867-68 and fee receipts Rs. 119 against Rs. 73, the classes are in good order: altogether the school is creditable.

(9.) *Mahumdi.*—The average attendance has risen from 104 to 113, and the fee receipts from Rs. 65 to Rs. 144. The school sent four boys from the 1st class to the zillah school in September. On visiting the school in December I found the vernacular and Persian classes backward and inaccurate, and reduced the teachers' pay till better results are shewn.

Gola.—The school has slightly improved, but is still behind most of the schools of this class.

41. Mr. Thomson thus describes the schools in his charge,

(1.) "*Akberpore.*—In this school the numbers have fallen off somewhat during the year under report, there being now only 83 pupils instead of 90 at the close of 1867-68. This decrease has been caused by the want of a proper school house. Two years ago, an attempt was made to build a school, but after a few months the walls were found to be tumbling to pieces and the work was stopped. Since that time nothing has been done."

"The average number present daily throughout the year has been 70 or 84 per cent of the number registered, and fees have been collected amounting to Rs. 91-0-0 against Rs. 102-15-6 in the previous year. All the classes are well taught. The head master, Múnshí Ram Gholam, is a pains-taking teacher and the same may be said of the other two masters, Múnshí Ram Parshád and Pandit Buldeo Parshád. They agree well among themselves, and do their best to keep up the school under very unfavourable circumstances. The school did well at the general examination, and when I examined it in December, I was well pleased with all the classes."

(2.) "*Tandah.*—The number on the rolls here is 93; last year it was 87. At the general examination six boys in the highest class were found fit for promotion. Five went to zillah schools on scholarships, and one found employment as a mohurrir in the Deputy Commissioner's office. The average daily attendance during the year has been 71, and the amount of fees Rs. 101-4-0."

"Besides the above there are two branch schools, one in Tandah with 34 boys, and another at Mubarikpore with 33. They are chiefly attended by the sons of bunniahs who come to learn a smattering of writing and arithmetic."

"The teaching in the main school is excellent. Both the head master, Múnshí Ram Parshád and the 2nd master, Pandit Parsotam Dass are good scholars and able teachers. The numbers appear small for so large a town as Tandah. But considering the great inducements that parents have in a manufacturing town like this to send their children to work at an early age, especially when provisions are dear, perhaps a greater number could not be expected."

"I must not omit to notice here the great assistance that has been given by the Inspector of Police, Mahomed Ali Khan. Being an officer much respected by the people of this part of the district, his advice carries great weight."

"In Gondah district there are now three schools of this class viz. Utroulah, Colonelgunge, and Nawabgunge."

(3.) "*Utroulah.*—This school continues to maintain its high position among the schools of Oudh. The head master, Múnshí Debi Singh, is a good Persian scholar and a painstaking and very successful teacher. The number of boys is 95 against 79 in 1867-68, and the average daily attendance is 94 per cent of the number registered. The fees have risen from Rs. 50-0-3 to Rs. 101-12-6. During the year one boy obtained a mohurrirship at Baraich and is doing well, and six others have been sent to zillah schools on scholarships. At the general examination the boys of this school did well, and the head master is confident of doing as well at the next examination. All officers who have visited the school during the year have been highly satisfied with it. I examined it myself very carefully in January, and I consider the boys are admirably taught."

(4.) "*Colonelgunge.*—This town was transferred from Baraich district to Gondah during the year under report. The school is not making much progress. The head master is too ready to complain of difficulties, and to throw the blame on others. I consider the backward condition of the school is due chiefly to his own want of tact and diligence. The numbers are now 100 with an average daily attendance of 68. Last year there were 80 with daily average of 53. The fees have risen from Rs. 28-9-6 to Rs. 46-8-0. These figures show progress of a certain kind. But when I inspected the school in January I did not find what I consider of more importance than large numbers, viz., thorough teaching. In English the pronunciation was bad, and the translation unidiomatic. In arithmetic the working was slow and far from accurate. I shall inspect the school again immediately after finishing this report."

(5.) "*Nawabgunge.*—Nawabgunge is a town very similar to Colonelgunge, and I am sorry to have to add that Nawabgunge school is also

far from satisfactory. The head master himself does not appear to know the subjects he has to teach. I found the boys very deficient in English, and I believe it will be necessary to remove the present head master before any progress can be obtained. At the close of this year the numbers are 130 with an average daily attendance of 95. Last year there were 107 on the rolls with 79 in attendance. The fees have risen from Rs. 66-12-6 in 1867-68 to Rs. 114-12-0 in 1868-69.

" As in former years there is a very large proportion of boys in the last class, for as soon as bunniah boys can write a little they are taken away to assist in the shop.

" In Sultanpoor zillah there are two Anglo-vernacular tahsíli schools, viz. Jais and Inhonah.

(6.) " *Jais.*—The head master here went away on sick leave in August and shortly after resigned. Pandit Gopi Nath, 3rd master in Sultanpoor zillah school, was then sent to take charge of the school, and he has managed so well that I propose confirming him in the head mastership. I have twice inspected the school during the year, viz., in November and in March. I found all the classes in good order and well taught. Urdú is particularly well taught, and I examined very few schools where the translating from English to Urdú was so precise and idiomatic. The 2nd master, Múnshí Zahur Ahmed, is a good scholar and a popular teacher. Altogether the school is in a very healthy condition.

" The numbers remain as in 1867-68, viz., 108, with an average daily attendance of 91. But the fees have risen from Rs. 65-13-0 to Rs. 93-6-6.

(7.) " *Inhonah.*—In last year's report I expressed my satisfaction with the way in which the present head master, Múnshí Jageswar Prosád had managed this school. The general examination confirmed my opinion, for the boys of Inhonah stood the highest of any in this circle. Five of them received scholarships and went, four to Roy Bareilly and one to Sultanpoor zillah school, where they are doing very well. Probably the school may not stand so high relatively at next general examination, as some other schools, Jais and Utroulah for instance, have been making great improvement. But the teaching here is as good as last year, and all the classes are fully as well acquainted with the subjects they have been studying. I have already expressed my favourable opinion of the head master, and I ought to add that I have also been perfectly satisfied with the 2nd master, Mata Pershád, and with Pandit Ram Nidh.

" Notwithstanding the removal of five boys to zillah schools, the numbers are higher than last year, viz., 85 against 81, with an average daily attendance of 68. The fees have amounted to Rs. 74-2-6 against Rs. 63-2-6 in 1867-68.

(8.) " *Salone.*—In Pertabgurh there is but one Anglo-vernacular tahsíli school, viz., Salone, which is as bad as in previous years. It is

however, to be reduced to a vernacular school at once, and as such will probably be more successful. The number of scholars has been 66, with a daily average attendance of 45. The previous year there were 53 registered and 40 in attendance. The fees have amounted this year to Rs. 49-13-9 against Rs. 40-5-9 in 1867-68.

(9.) *Hydergurh.*—" This is the only Anglo-vernacular tahsíl school in the Roy Bareilly district, and owing to the quarrels of the masters has been sadly mismanaged for a long time. In August last a new head master was appointed, and shortly after I transferred the other two masters. The present men are on good terms with each other, and do their work well. I look for great improvement during the next year.

"The number registered is 72 against 68 at the close of 1867-68 and the average daily attendance throughout the year has been 53. The fees have amounted to Rs. 41-15-6 or half an anna less than during the previous year. This small amount of fees is very unsatisfactory. I will enquire into the matter immediately, as I believe that with a little tact the fees could be doubled."

42 *Buildings.*—The following lists shew what schools have been provided with buildings.

Schools for which new buildings have been erected		Schools for which buildings are required
Purwah.	Atrowlah.	Radouli.
Durriabad.	Colonelgunge.	Biswah.
Ramnuggur.	Hydergurh.	Golah.
Shahabad.	Jais.	Akberpoor.
Bilgram	Inhonah,	Tandah.
Sandilah.	Salone.	Nawabgunge.
Mohumdi.		

Of those in the first list Ramnuggur, and Colonelgunge schools have been erected this year, and two additional rooms have been added to the schools at Purwah and Shahabad. Nawabgunge (Gondah) was provided for in the public works budget, but up to the close of the year little or no progress had been made in the work. Radowli, Biswah, Akberpoor, and Tandah are included in the budget of 69-70. I hope the public works officers will be able to arrange for these buildings being completed in the year.

(2)—*Vernacular Town Schools.*

43. There are 20 schools of this class against 14 last year. Two, viz; Nanparah and Bangermow were formerly Anglo-vernacular schools. The remaining five are successful cess schools which have been raised to the town grade during the year at the cost of subscription and Government grants-in-aid.

Of the whole, 14 are maintained from imperial funds: one (the practising school in connection with the normal school) half from imperial funds, and half from the cess; and the remaining five from the cess, subscriptions, and grant-in-aid, the cess bearing the expense of an ordin-

ary village school in each case whilst the superior teacher is paid half from subscriptions and half from the Government grant.

The following is the usual comparative statement: it will be observed the percentage of attendance is 80 against 77 last year.

INSTITUTIONS.		Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Per centage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
						Rs.	Rs.	Rs.	Rs. as. p.	Rs. as. p.
14 Vernacular town schools,	1867-68	1324	1100	843	77	461	8716	7358	7 14 9	6 11 6
20 Vernacular town schools,	1868-69	2152	2034	1632	80	768	12161	8911	5 15 7	4 6 1

44 The increase in schools is satisfactory. In Para. 42 of my last report an opinion was expressed that institutions of this class, which aim at imparting a sound education through the medium of the vernacular languages, deserve special encouragement. The course of studies includes geometry, algebra, mensuration, surveying, geography, Indian history, and Persian grammar, and literature. These institutions have not the attraction of teaching English, "the language of good appointments," but they are types of that class of schools by which the great mass of the people of India may be instructed and so raised from superstition and ignorance to be reasonable and civilized men. The despatch of 1854 distinctly contemplates the instruction of the whole population, and nothing short of this should be the aim of the education department: but considering the difficulty of acquiring English and the expense of teaching it, no man who really wishes to aid in conveying "useful and practical knowledge, suited to every station in life.....to the great mass of the people,"* can help looking upon good vernacular schools with deep interest.

* Vide para. 41 of the education despatch of 1854.

The necessity for more schools of this class will increase every year, for as our village schools make reading and writing common acquirements, more and more facilities must be given for going beyond the simple routine of these institutions; and superior vernacular schools will be the readiest agency. It has been said above that five cess (village) schools have been raised to the higher grade at the cost of subscriptions: this is satisfactory as far as it goes, but subscriptions cannot be depended upon for any wide scheme of education: they may supply luxuries, but we should not rely upon them for the *necessities* of education. Fees will produce something; only a little, till a generation of instructed fathers grow up; more afterwards, but never enough to maintain all the schools required. May we hope that the new muncipalities which are being formed in the province will be able to do something for education. As yet muncipalities in Oudh have entirely neglected this part of their duty: even Lucknow, the capital of the province and one of the largest cities in northern India, is indebted for all the public schools it possesses to the talúkdárs and missionary societies.

45. A general examination of vernacular town schools was held last May similar to that held in September for Anglo-vernacular schools. This was a first attempt but will be repeated annually in future. Fifteen pupils of class I obtained scholarships of Rs. 4 per mensem, each available at higher institutions.

The following statement shows the number of pupils in each class at the close of the last two years.

Institutions.	1st Class	2nd Class	3rd Class	4th Class	5th Class	Total.
1867-68.						
14 Vernacular town schools, ...	32	79	205	335	673	1324
1868-69.						
20 Vernacular town schools, ...	48	161	365	440	1138	2152

46. Of the four* town schools in the Lucknow district the Deputy Commissioner (Mr. Quinton) remarks as follows :—" The average attendance has increased from 265 in 1866-67, and 313 in 1867-68, to 485 in 1868-69, and the receipts from fees in a still larger proportion, from Rs. 86 and Rs. 114 to Rs. 211. These schools were all examined by me during the year. Those at Koorsee, Amethee and Mulliabad are in a most flourishing condition."

* Schools	No. of Pupils.
Model Schools,	105
Mulliabad "	291
Koorsee, "	134
Amethee, "	134

" The great poverty of the residents of Mulliabad who are generally Mahomedans who have lost Government service by annexation, seems no bar to their desire for learning. The average daily attendance at the school and its branches, during the year was 287, though I have been assured by the master that he has known many of the boys go for several days without cooked food. Six scholarships have been given by Mr. Capper, three by Colonel Barrow, and three by myself to deserving destitute boys of the school."

" At Amethee a good school house has been built from imperial funds during the current year."

" Branch schools in connection with the main tahsíl school have been established at these three places."

The Junior Inspector confirms the above remarks and adds that all four schools have now a first class. The number of pupils however in the lowest class at Mulliabad and Amethee is unreasonably large, and the attendance at the practising school, Lucknow, is very irregular, being only 70 per cent.

47. The six schools of this class in Oonao district are well attended (vide margin), Suffeepoor stands highest in regard to the attainments of the pupils. The first class are well advanced in Persian, can work algebraic simple equations, and know two books of Euclid.

Suffeepoor, ...	134
Chumrowlee, ...	142
Bangermow, ...	76
Moradabad, ...	93
Morawan, ...	107
Bethur, ...	70

Chamrowlie is backward, it has no first class yet, and has too large a proportion of boys in the lowest class.

Bangermow was until May 1868 an Anglo-vernacular school under the charge of Chaudrí Gopal Singh, the local talúkdár. The English teacher was removed because the talúkdár professed a wish to send his sons to Canning College, and the rest of the people evinced no desire to learn English. The expenditure on the school is only half what it was formerly, but I do not think its usefulness is much impaired.

The remaining three schools were raised to this grade during the year: the attendance is large.

Bari and Misrik schools in Seetapoor district have made fair progress; each has risen by one class since last year, but both are still without a first class: the inspector hopes to form one after the annual examination which takes place this month (May).

Schools.	No. of pupils.
Bari, ...	90
Misrik, ...	88

48. The Senior Inspector reports on vernacular town schools in his circle as follows:—

(1). *Jelalpoor.*—"This is the only vernacular tahsílí school in Fyzabad district. In 1867-68 the numbers fell off a good deal, and that year closed with 67 on the register. It appeared that this decrease was owing to the comparatively high rate of fee charged, and I therefore instructed the head master to be rather easier regarding fees. The number has risen to 96. The amount of fees realised has been only Rs. 60-4-6 against Rs. 83-11-0 in 1867-68. A new school house was sanctioned for Jelalpoor and ought to have been ready ere this time. Bricks have been burned but no attempt at building has yet been made."

(2). *Nanparah.*—"Since becoming a vernacular school the numbers have risen from 60 to 76 with an average daily attendance of 63. The fees have also increased, viz., from Rs. 39-0-0 to Rs. 54-15-0. It is evident from these figures that a vernacular school meets the requirements of the people of such a place as Nanparah better than an Anglo-vernacular school. Fair progress has been made during the year, although the masters did not agree, and were sometimes I suspect more desirous of thwarting each other than of improving the school. I transferred both in January and the two new men appear to be working diligently."

(3). *Jugdispoor.*—"The numbers here have remained as during the previous year viz., 69, but the attendance is extremely regular and the boys are thoroughly taught. The fees have risen from Rs. 29-11-3 to Rs. 46-2-3. In January the boys were transferred to the new school building where there is plenty of accommodation for them. Both the masters Múnshí Altaf Hussain and Pundit Baij Nath have done their work carefully and well.

"In Pertabgurh there are two vernacular tahsílí schools *viz.*, Puttee, and Behar.

(4. *Puttee.*—"This school contains 74 boys against 76 in the previous year. The average daily attendance has been 59, and fees to the amount of Rs. 36-11-0 have been collected. The boys here are

well taught and making good progress. The proportion of boys in the upper classes is satisfactory. Several scholars of this school have during the past year obtained good situations.

(5). *Behar (Pertabgurh).*—" Very considerable progress has been made here during the past year. The numbers have risen from 52 to 80, the fees from Rs. 19-0-6 to Rs. 24-10-6. The boys, however, have not made so much progress in learning as they ought to have done. When I inspected the school I found all the subjects had been thoroughly taught, although they were not getting on rapidly. There was also an undue proportion of boys in the two lowest classes. I hoped to see these defects rectified during the current year.

(6). *Dalmow.*—" This school continues in the same unsatisfactory condition as in previous years. The master reports 76 pupils, but I have serious doubts about his figures. When I inspected the school in March I found only 15 boys, and the Deputy Inspector reports that he never found anything like the number reported. I have therefore removed the masters and established a village school instead. Fees amounting to Rs. 27-7-0 were collected during the year.

(7). *Behar(Roy Bareilly.*—)" This school continues to make steady progress. It contains 100 boys against 96 at the close of 1867-68 and the average attendance is 82. The fees collected in 1867-68 were Rs. 37-14-6, in 1868-69 they have amounted to Rs. 67-6-2. The present head master, Múnshí Rada Kishen seems as able and diligent a teacher as his predecessor and well sustains the reputation of the men trained in the Normal School at Lucknow. A new school house is being erected at Bhagwuntnugger, about five miles from this town and the tahsíl will also be removed. Some arrangements will therefore have to be made for a town school here."

49. *Buildings.*—Provision was made in the Public Works Budget of the year for new buildings at Bari, Chamrowli, Behar, and Jelalpoor. Mr. Brockman completed the first two punctually and made them over to the department in the year. Behar school is approaching completion, but nothing beyond the making of bricks has been done at Jelalpoor up to the close of the year, although the building is much required. The new building at Amethí was commenced in 1867-68 and made over to the school in January last. At Bawun a cheap structure on the plan of a first class village school is being built at the cost of the school cess and subscriptions, and Moradabad will be similarly provided for shortly.

Village Schools.

50. The following is the comparative statement for the two years.

Schools.			Number of pupils on roll at the close of the year.	Average number of pupils on rolls.	Average daily attendance.	Total cost.	Cost to imperial funds.	Average cost per school.	Average cost per pupil.
381	Village Schools,	1867-68	13707	11228	8871	33753	...	88 9 5	3 0 1
493	Village Schools,	1868-69	18261	16313	12910	47061	...	97 6 11	2 14 1

The average number of pupils per school is 38 (nearly), and the average attendance a little over 79 per cent. The average cost per school per annum is nearly Rs. 100, and the annual cost per pupil not quite Rs. 3. The whole cost is charged to the cess.

51. The statement below shows the progress made in each district during the year. Oonao has still the greatest number of schools and pupils. Roy Bareilly has beaten it in regard to the progress of the pupils as shown by the classification ; and Lucknow is drawing close upon it in this important respect. Hurdui has made the greatest *increase* in schools and pupils during the year. The attendance is most regular in Oonao, and the largest fee collections are in the same district.

District.	Year.	Total number of schools.	Number of Pupils in class					Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.	Remarks.
			I.	II.	III.	IV.	Total.					
											Rs.	
Lucknow,	1867-68	40	30	221	357	1036	1644	1194	1034	87	298	
	1868-69	49	109	304	360	1094	1967	1702	1321	79	451	
Barabunkee.	1867-68	52	4	233	257	1598	2092	1480	1121	76	398	
	1868-69	54	45	286	434	1211	1976	1927	1516	78	431	
Oonao, ..	1867-68	63	125	306	470	1441	2342	2102	1681	80	571	
	1868-69	64	133	386	477	1551	2547	2404	1923	80	649	
Seetapoor,	1867-68	18	...	...	17	368	385	372	298	80	19	
	1868-69	35	1	87	203	918	1209	1031	831	81	317	
Hurdui, ...	1867-68	33	...	32	118	942	1092	948	710	75	57	
	1868-69	63	...	137	422	1740	2299	2180	1805	83	476	
Kheree, ...	1867-68	1	...	...	13	53	66	63	55	87	5	
	1868-69	1	...	9	9	44	62	63	52	82	23	
Fyzabad, ...	1867-68	36	33	82	257	775	1147	1005	663	66	24	
	1868-69	48	64	272	426	900	1662	1380	970	70	306	
Gondah, ...	1867-68	2	...	...	13	22	35	44	33	75	...	
	1868-69	3	...	...	15	65	80	54	36	66	...	
Roy Bareilly,	1867-68	51	29	400	690	1183	2302	1912	1560	82	583	
	1868-69	61	206	515	609	1093	2423	2256	1844	82	607	
Sultanpoor,	1867-68	35	10	141	369	771	1291	1063	956	90	114	
	1868-69	45	91	253	433	975	1752	1480	1173	80	216	
Pertabgurh,	1867-68	44	14	98	306	893	1311	1045	760	72	...	
	1868-69	53	36	252	431	1375	2094	1686	1321	78	313	
Baraich, ..	1867-68	...	...	...	...	...	...	...	...	...	...	
	1868-69	7	...	...	48	142	190	150	119	79	88	
Total, ...	1867-68	381	245	1513	2867	9082	13707	11228	8871	79	2069	
	1868-69	483	685	2501	3,967	11108	18267	16313	12910	79	3877	

52 I have endeavoured to convey as clear an idea as possible of what is taught in the several classes of schools already described. The following extract from the Senior Inspector's report states accurately what is attempted in village schools.

"It may be asked, after establishing so many schools and collecting so many scholars, what do you teach? Have the boys learned anything useful? what is it proposed to teach them in future? The scheme of studies for village schools provides for four classes. If the Urdú and Nágrí alpbabets are intricate they have this advantage, namely that the same character is used both for printing and writing. As soon therefore as a boy begins to read he begins to write. After learning the names of the first half dozen letters he is set to work to copy them over and over again until he can write them neatly. And so on throughout the whole course, there is the standing direction, every letter, word, and sentence read is to be copied over and over again until the boy can write it neatly.

"In the fourth class the boys read the primer, but as they also write out the whole, the work is thoroughly done. Every boy who has got beyond the fourth class can read easy sentences readily and copy them neatly. In arithemetic he can work the simple rules.

Third class. Here the boys read easy narrative pieces and write the same to dictation. In arithmetic, they work the compound rules.

Second class. The boys of this class read descriptive and scientific pieces of average difficulty. The style of their text-books is similar to that found in Urdú or Hindí newspapers. Besides writing to dictation from the reading book they are taught to write letters, petitions &c. In arithmetic they learn fractions.

First class. Here the boys have the history of India, Urdú grammar and composition, geography, miscellaneous exercises in arithmetic, with mensuration of surfaces and land surveying.

"No boy is promoted until he has thoroughly mastered the subjects prescribed for his class. Promotions are made by the Deputy Inspector and checked by myself.

"There is a large proportion of boys in the fourth class; indeed, upwards of half of the boys in the village schools of this circle have got no farther. But if it is borne in mind that the oldest village school has been at work only two years and a half, and many schools are not six months old, the result will be considered as good as was to be expected. At all events the people themselves are highly pleased with the progress their children have made."

53. Considerable progress has been made this year in erecting buildings for village schools. It was found that the plans described in para. 51 of my last report were defective; the estimates were so low that nobody would undertake to build, and the anxiety to make the money at our disposal supply as many buildings as possible induced an attempt to build too slight. Mr. Brockman, Executive Engineer Lucknow, very

kindly revised the original plans, and after carefully considering how the necessary space could be furnished at the least cost consistent with a fair amount of durability, a new set of plans were adopted with estimates amounting to Rs. 915, Rs. 458, and Rs. 372, respectively. The first class plan consists of two long rooms 40 feet by 10 feet with 6 feet verandahs: the others have only one room with a similar verandah. The walls are of sunburnt bricks protected with two feet of masonry work on the top: the roof is of large square pucka bricks laid on rafters, and covered with six inches of mud. To avoid the danger of white ants as little wood as possible is used. The long room is open to the verandah, the roof being supported on masonry pillars with arches instead of doors; a raised platform (chabutra) is provided in front of the verandah, the whole being surrounded by a low wall. From the following statement it will be observed that 63 schools were completed in the year, and 53 more were in progress at its close, the total expenditure being Rs. 29,495. The department is indebted to district officers for much that has been done.

DISTRICT.	Number of schools.		Estimated cost.	Amount expended up to 31st March 1869.	Schools erected under the direction of		REMARKS.
	Completed in the year.	In progress.			District Officers.	The Deputy Inspector.	
			Rs.	Rs.			
Lucknow	6	1	2604	850	3	4	
Barabunkee	10	2	3668	4000	8	4	
Oonao	10	13	7480	5623	23	...	
Seetapoor	3	4	871	744	1	6	
Hurdui	4	7	4338	4905	...	11	
Kheree	4	...	599	599	4	...	
Fyzabad	2	2	1660	1936	...	4	
Roy Bareilly	6	7	4588	2981	3	10	
Sultanpoor	8	...	3492	3308	8	...	
Pertabgurh	9	17	8350	4537	26	...	Total 80 schools, 4 not begun.
Baraich	1	...	12	12	...	1	
TOTAL ...	63	53	37662	29495	76	40	

54. The 483 village schools existing at the close of the year were under the charge of 483 masters, assisted by 113 assistant masters, monitors and pupil teachers. The note in the margin shews the salaries of the former, the average being Rs. 7-3 per mensem. In addition to their pay some of the more popular teachers make one or two rupees per mensem from fees.

18 Teachers at Rs. 10 each.
42 Do. at „ 9 „
123 Do. at „ 8 „
154 Do. at „ 7 „
151 Do. at „ 6 „

I do not consider the average salary high enough, and hope it may be practicable to pay more liberally when the present heavy expenditure

on buildings is over. With few exceptions the masters above referred to have been trained in the Normal School, Lucknow, and as a rule they have given satisfaction.

55. In para 52 of my last report I mentioned having commenced to issue an Urdú monthly magazine for the benefit of vernacular teachers. The paper has been continued during the year, and is appreciated by many of those for whom it is intended. I have found the advanced pupils in some of the schools acquainted with the subject of recent articles in the "Akhbar," and have heard that it is often borrowed by the *literati* of the neighbourhood.

Recently the Chief Commissioner has sanctioned a proposal for establishing a vernacular library in each district under the charge of the Deputy Inspector, who will circulate books to teachers under his charge. When the cess is fully levied and teachers have been supplied to each district, candidates may be kept two years in the Normal School instead of one, and it may be hoped that careful training in the first instance, with the help of the "Akhbar" and the district library afterwards, will make our village teachers really efficient agents for spreading enlightenment through the province.

56. So far, the officers of this department have had little reason to complain of apathy on the part of the people. In most cases the schools are welcomed, and the attendance shows they are appreciated. Frequent applications are made by zamindárs for schools to be opened in their villages, and generally they prove their earnestness in the matter by offering to provide houses for the temporary accommodation of the masters and pupils. At Suffeepoor in Oonao the zamindárs of three villages visited my camp and made applications for schools on the terms mentioned above, and a fourth followed me fourteen miles next day to make a request on behalf of his village. Similarly at Shahabad some ten or twelve of the more respectable people of Udharnpoor, a village six miles off, came to beg that a school recently closed might be re-opened, declaring that the opposition which had led to the teacher being removed was raised by a few disreputable people to annoy the rest of the residents. Still the schools do not *all* prosper: in some the teachers are to blame and the remedy is easy; but in others nothing will induce the people to send their children. One or two schools of this kind in Sultanpoor gave the Inspector much trouble, the teachers were repeatedly changed, and the school removed from one part of the village to another to gratify the wishes of the people, but still no improvement took place. Similarly three villages, Sambasi, Suri Gandouli and Jabraoli in Lucknow district have been most intractable: at Jabraoli three good teachers have failed to get over 20 scholars: the Deputy Inspector and Inspector have again and again expostulated with the inhabitants: the Deputy Commissioner has twice written to the lumberdárs, and the tahsildár has tried his best to make the villagers understand the advantages offered by the school: all have failed, and the Deputy Inspector in despair urges that it is folly to leave the education of children optional to such fathers. Such cases are exceptional and ought not to cause surprise. English gentlemen some-

times argue education is not for poor people, and we cannot wonder that chumar and morao cultivators should occasionally hold the same opinion. The following passage from the report of the Deputy Commissioner Lucknow lays down the proper course in regard to villages such as those mentioned above.

" It sometimes happens that a large village sends but few scholars. Low caste zamindárs, *e. g.*, moraos, are unable to see the advantage of education and unwilling to lose the services of their children, who are employed in the fields from an early age. This is not peculiar to India, and patience is required in such cases. I would not close a school hastily in a village of this description, nor despair of gradually attracting a larger attendance. The inhabitants contribute largely to the cess, and it would be unfair to them to deprive them even of the opportunity of securing the educational advantages for which they pay, until it is clear they will not avail themselves of them. I make this remark, as it is the tendency of the department to relinquish at once unpromising localities solely with a view to securing a larger attendance elsewhere."

57. The following extract from the Senior Inspector's report regarding the class of boys attending village schools is interesting.

" An attempt has been made to show that in no part of India has education reached the lower strata of society, that only the upper and middle classes have shown any desire for learning, and that the lower would refuse it even if brought to their doors. It must be remembered, however, that the expressions, 'upper and lower' have different meanings to natives from what they have to Europeans. In Europe high and low almost correspond with rich and poor. The man who can command many of the conveniences of life ranks before the man in want. Not so in India. The well-to-do koormee land-owner is *ních qaum*, a 'low fellow': the brahmin with hardly a morsel to eat or a rag to wear is *maharáj*, a noble. Taking the Indian standard we have but partially reached the lower classes as yet. Representatives of all castes are to be found in our schools, but I am convinced that the ratio of low caste scholars to high caste scholars is very much smaller than the ratio of low caste inhabitants to high caste inhabitants. Next year, when the results of the census are available, I will give the precise proportion. But taking the European standard, the lower, that is poorer classes have undoubtedly been reached. A large proportion of the village school pupils, far from being the sons of wealthy mahájuns or farmers, are the sons of labourers or of cottars who cultivate their fields with their own hands, not by 'mazdúrs.' That in fact is one of our great difficulties. Parents are constantly obliged to keep their boys at home to assist them. During harvest the daily average attendance falls, 10 or 12 per cent, and the dryness of the past season caused the withdrawal of many boys to assist in irrigating the fields, where the parents would gladly have sent them to school if they could have afforded it.

" It has also been supposed that Rajpoots are averse to schools. This is only partially the case. Some Rajpoot tribes, as the Rajkoomars and Balí Sultans are, it is true, indifferent if not hostile to our schools.

But Bachgotis and Bais send their children to schools readily. Schools established in Bais villages always thrive, in fact I have found the Bais as keen to learn as Kyaths."

The closing part of the extract made above is confirmed by the Deputy Commissioner of Sultanpoor (Dr. Young), who reports that the zamindárs of Kutawun, who are Bachgoti Rajpoots, appear to take unusual interest in the school there, and the lumberdár, Bisashur Singh, supplies excellent accommodation for the school in his own house.

Government Female Schools.

58. There are 31 schools with 653 pupils at the close of the year against 24 schools and 436 pupils at the close of 1867-68. The following note shows in what districts the schools are situated :—

DISTRICTS.	Schools.	Pupils.	REMARKS.
Lucknow (city)	7	152	
Do. (district)	5	115	
Fyzabad „	2	55	
Sultanpoor „	6	122	
Barabunkee „	4	39	
Roy Bareilly „	*1	...	*No return received: school closed during the year.
Hurdui „	†6	127	†Out of these 1 school closed during the year: no returns received.
Seetapoor „	2	43	
TOTAL ...	33	653	

59. (1.) Five of the Lucknow city schools with 113 pupils are attended by Mahomedans only, and are under the charge of the head mistress of the Normal School who examines them weekly. She reports that pupils of the first class in these schools can read fairly, are learning the geography and history of India, and Urdú grammar. Some girls can write easy passages from dictation and can do addition. The teachers, who are Mahomedan women, attend the Normal School two hours daily.

(2.) The Deputy Inspector of Lucknow has seven schools with 154 pupils in his charge, two are in the city of Lucknow and the rest in other towns of the distrtct, four are attended by Hindoos and four by Mahomedans. Of 88 Hindoo girls only 14 are Sudras, and the Deputy Inspector says the pupils are not from "the inferior classes." Two schools have female teachers, the others are taught by old men. Instruction is given in reading, writing and needle-work, the last being the most popular. The Mahomedan pupils are getting on satisfactorily with their lessons; out of 66 girls who attend, 16 read Háqaiqúl Maujúdát, and can copy their lessons. The Hindoo schools are less satisfactory, the teachers having apparently little control over their pupils. The want of good useful easy books is felt to be a great obstacle.

(3). Six schools in Hurdui district have been opened during the year and are attended by Hindoos only. The children have not made much progress, but are working away at the Nagrí Primer. The Deputy Commissioner reports having visited the girls' school at Mujia, where he found some 20 girls, principally of the Thakur and Brahmin castes: they had recently commenced, but some of the girls could read the Nagrí Primer pretty fairly. The same officer adds " I find as a rule the people are anxious that the district officer should visit the female schools. At Mujhia, the Thakurs of the place appeared greatly pleased at my wife and myself going to visit the school."

(4.) The two schools in Seetapoor district are both new. The teachers are Brahmin women, and the pupils are principally of the same caste. I examined the children in the cold weather : they had then only recently commenced the primer and were learning to write the alphabet.

(5) The Deputy Commisioner Khereé mentions a girls' school established through the influence of Gourí Sahai, the tahsildár of Mohumdi. It had 12 pupils when the Deputy Commissioner visited it : the teacher is a Kaithin. This school has not yet come under the cognizance of the education department, and is not included in the statistics accompanying this report.

60. The following remarks on girls' schools in Fyzabad and Sultanpoor are from Mr. Thomson's report.

(1.) " The schools in Fyzabad and Sultanpoor have been at work during the year, and from past experience I am led to conclude that with proper machinery female schools might soon be as efficient and popular as boys' schools. But where there is no regular and systematic inspection there can be but little progress. Mrs. Reuther has been so kind as twice to examine the Fyzabad schools. I annex the report of her last visit. These examinations are very valuable, inasmuch as they let us know the exact state of the schools at the time. But far more is required. It is not enough to know that there are such and such promising circumstances, and such and such defects. We require some one with leisure to correct the defects and to encourage the mistresses to diligence and perseverance. Had the teachers of the boys' schools been untrained and left to themselves as the teachers of girls' schools are, the education of the boys would have been no further advanced than that of girls is.

(2.) " It is sometimes said. 'The people have no desire for female education themselves, and therefore money ought not to be spent upon it.' But I never could understand why this argument was applied to female schools rather than to any other improvement. Did the people show any desire for railways before they were established ? Yet native railway passengers are plentiful enough now. They showed very little desire for boys' schools seven years ago, yet there are now in Oudh thirty-thousand school boys. It is impossible for people to have a strong wish for that regarding which they are utterly ignorant. But when schools

are established it will be a new thing if the people do not understand the benefits to be derived from female education, and take advantage of it."

61. I append Mrs. Reuther's report alluded to above, as I wish to shew clearly that more efficient supervision is absolutely essential to progress.

" I was sorry to find Umda Begum's school, which was getting on so nicely last year, greatly fallen off in numbers and in efficiency, and altogether rather in a disorderly condition. A few of the girls only seemed to be provided with books, and these few were much torn and soiled. The little girls had learnt the alphabet by heart, but did not know the letters, the teacher excusing herself by saying that she had no more primers to teach from. Most of the girls we saw last year seem to have left the school, and the new comers have made little progress as yet. Several girls read the Daira-i-Ilm tolerably well. Out of five girls who were examined in the first and second chapters of the Haqaiqul-Maujudát, three acquitted themselves very well, as far as the mere reading goes, but they could not explain the meaning of difficult words, such as *Ashiya*, *Khilqat*, *Makhluq*, &c., and of course understood only half of what they were reading. The writing too is much neglected. Only three prizes were given, and the pupils were told that the rest would be reserved for the next examination, which we hoped would turn out more creditable. The other school we found in much better condition. Bismillah Begum has evidently profited by the advice and admonition given her on a former occasion. Among her pupils are nearly as many women as girls. A mother with her two little girls came up to be examined. They had attended school only for a little more than a month, and all three could shew and repeat the alphabet forwards and backwards without a single mistake. Some eight or nine others, girls and grown up women, who have been at school but a few weeks, knew their letters pretty well. Several read lessons in the Daira-i-Ilm very nicely. But it is a pity that the whole class is not kept at the same lesson; some have gone on to the 35th and 40th lesson, the others having scarcely reached the 20th. It is the same with those who read the Haqaiq-ul-Maujudát, one has read three chapters, one two, and one only the first. The meaning of the words is not taught in this school either. One of the pupils, the wife of a writer, is an intelligent young woman, and decidedly the best in the school. She both reads and writes nicely, and is very regular in her attendance. The first prize was given to her, the second to an elderly, very respectable looking woman, who read off fluently any passages pointed out to her in the Daira-i-Ilm and the Haqaiq-ul-Maujudát, though she could not tell the meaning of difficult words. Prizes were given to several other pupils chiefly for regular attendance, and more as an encouragement to persevere, than as a reward."

62. The Deputy Commissioner of Sultanpoor, after mentioning that the departmental officers are not satisfied with the progress made in the six schools in his district adds " *but it is a great thing to have*

made a beginning. The villages in which girls' schools have been introduced are chiefly inhabited by Khanzadas, and the Mussulman pupils predominate, but there is no great objection to female education among Hindoos, and in Katawan I found a girls' school taught by a mistress, and her pupils were five Rajpoots and nine Brahmin girls."

63. In July 1867, the Government of India sanctioned Rs. 380* per mensem for female schools in Oudh: the sanction was for one year. In September last I reported what had been done, and submitted proposals for improving and extending the work. The proposals included—

* For a Normal School, ...	Rs.	120
„ 6 Town Schools @ 25, ...	„	150
„ 11 Lower „ @ 10, ...	„	110

1st. The extension of the present Normal School and establishment of a second (for Hindoo women), the whole to cost Rs. 244 per mensem.

2nd. Sixteen superior schools at Rs. 25 per mensem, and twenty-four inferior schools at Rs. 10 per mensem, aggregating Rs. 640 per mensem.

3rd. A European inspectress with office establishment &c., costing altogether Rs. 345.

The Government of India was pleased to declare that the report was "very satisfactory" and afforded "good promise for the future," but hesitated to sanction an increase of expenditure because in measures for promoting female education, "not only native initiation but also native co-operation" was considered necessary, and the report submitted did not shew that such initiation and co-operation were forthcoming.

64. The orders of Government were not final, and I respectfully hope at least a part of the scheme may eventually be sanctioned. It is true that no very influential native gentlemen have put themselves forward in the matter. I fear the higher classes are as a rule indifferent to *all* reforms which interfere with the existing order of things, but there is no outcry against what has been done, and the fact that 653 girls attend the schools already open, shews that at least among some classes there is no insuperable objection to girls' schools. It is above all things necessary that whatever schools are opened should be most carefully watched. If from a fear of insisting on inspection they degenerate into mere shams, or if from want of means of exercising vigilant supervision disreputable persons are admitted as pupils, lasting evil must ensue. In *villages,* Deputy Inspectors and other officers are usually permitted to examine, and they may be made as responsible for the proper expenditure of money in girls' schools as in those for boys, but for the Normal School in Lucknow and for ordinary schools in cities and towns a European lady is required, who should know personally every teacher and pupil, and have free access to their homes, who would be able to contradict slander with an authority which even the most fastidious objector must admit. It may be that one inspectress could thus thoroughly supervise very few schools, but a good beginning would be

made; and when the gigantic evils which are certain to arise from educating one sex, and leaving the others in blank ignorance are considered, the importance of making a fair attempt to introduce a more natural system cannot be undervalued.

Jail Schools.

65. A class of 14 prisoners has been formed in Sultanpoor jail during the year. The number of pupils in the Lucknow jail has however, decreased from 104 last year to 76 at the end of this, so that the total number of prisoners under instruction is now only 90 against 104, last year. The pupils are under instruction only three hours each day, but the more advanced have reached class II of the vernacular town school course.

Male Normal School, Lucknow.

66. The following statement shows the number of pupils and cost of this institution for 1867-8, and 1868-9 :—

Year.	Average No. of pupils on rolls.	Average daily attendance	Cost to imperial Government.	Cost to cess.	Total Cost	Cost per Pupil.	
						Total Cost.	Cost to Government.
			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1867-68	195	169	4524	13,400	17,924	91 15 8	23 3 2
1868-69	206	189	5899	13,254	19,153	92 15 7	28 10 2

67. There are three standards of examination for vernacular teachers in Oudh, lower, middle, and higher. The Normal School prepares candidates for the three examinations, and the examinations are conducted there, principally by means of written papers, but partly by oral tests.

The lower examination took place in September last: 125 men appeared and all passed, 19 in the first and the rest in the second division. The percentage of marks gained is shewn below :—

Subject.		Percentage.	Subject.		Percentage.
First Language.	...	84	Second Language,	...	60
Grammar,	...	59	Composition,	...	59
Geography,	...	68	Indian History,	...	46
Natural Philosophy,	...	50	Mensuration,	...	46
Arithmetic,	...	65	School Management,	...	46

These men were sent out as village teachers on salaries varying from Rs. 6 to Rs. 10 per mensem, the average being Rs. 7-5-0.

The middle examination was held in December There were 27 candidates, of whom 17 were students in the Normal School, and 10 teachers from schools in Oudh. The former all passed successfully, 10

in the first grade and 7 in the second. The percentage of marks gained was as follows :—

Subject.	Percentage.	Subject.	Percentage.
First Language, ..	69	Second Language, ...	56
Arithmetic, ...	74	Mensuration, ...	90
Algebra, ...	67	Euclid, ...	69
Geography. ...	78	Political Economy, ...	72
Training system,	69	Essay writing,	45

The successful students were sent out as teachers in town schools on salaries averaging Rs. 17 per mensem.

Of the ten teachers who came up for the examination only two passed, one in the second and one in the third grade.

No class has yet been formed in the Normal School for the higher standard, but four teachers offered themselves for examination. In this examination teachers are allowed to take up one or more subjects at a time.* One of the teachers passed in all but trigonometry, another in all but geometry and trigonometry: the third passed in four and the fourth in two subjects.

The subjects prescribed are,—
I. The Urdú or Nagrí Language.
II. Persian or Hindee Do.
III. Arabic or Sanscrit (Elements)
IV Algebra.
V. Geometry.
VI. Trigonometry.

The examinations held reflect much credit on the teachers of the Normal School, and especially on the head master, Babú Ram Chundra Sen.

68. The Normal School is held in a hired house in a crowded part of the city and immediately behind a large bazar. There were 205 pupils at the close of the year, of whom 133 live on the premises. The head master reports that 6 per cent of the students are daily absent from sickness, and complains that there is no provision for medical attendance. It will sooner or later be necessary to build a suitable school, with students barrack's, away from the city. Rs. 100 per mensem are now paid for rent, and the locality is certainly open to great objections.

Female Normal School.

69. The circumstances under which this institution was established are related in para. 62 of my last report. At the close of the year there were twenty-two pupils, of whom ten received stipends of Rs. 4 per mensem each, six were teachers in Government schools, and three in Mission schools. The institution has been visited on several occasions during the year by European ladies, who expressed satisfaction with what they saw. I examined the pupils from behind a purdah at the close of the year and found the first class, consisting of nine women, could read Haqiq-úl-Maujudát, a somewhat difficult lesson book, very fairly, six

had not more than one mistake in a passage written from dictation, eight were correct in a compound long division sum, and the class generally answered questions on the geography of Asia and Europe correctly, and had read easy works on grammar and Indian history. The "work," including knitting, sewing, and a little crochet, is considered fair.

70. None of the pupils of the Female Normal School have yet been sent out as teachers. It is hoped some will be ready by next December. I have done my best to watch over this institution and make it useful, but I confess, I write with much diffidence regarding it, as I am unable to see the pupils, and can form but an imperfect idea of their qualifications as future teachers.

Private schools under Government inspection.

71. The prescribed statement is as follows :—

Description of Institutions.	Number of Institutions.	Number of pupils on rolls, at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
					RS.	RS.	
Colleges, ...	1	24	16	14	* 5,756	6,005	*Includes Rs. 1,461 on account of scholarships
Higher Class Schools,	2	818	768	649	† 22,571	17,760	† Do. Rs. 446 do. do.
Middle " "	24	2,231	2,105	1,634	‡ 15,594	17,190	‡ Includes Rs. 40, on account of scholarships, and excludes Rs. 3,299, on account of building grants.
Lower " "	35	1,471	1,395	1,132	§ 3,773	6,269	§ Excludes Rs. 2,835, on account of building grants.
Female Schools, ...	10	308	293	225	4,592	6,198	
Total, ...	72	4,852	4,572	3,654	52,286	53,422	

The percentage of attendance is very nearly 80 per cent of the number on the rolls. The principle of classifying higher and middle schools described in para. 22 has been adopted.

72. The increase or decrease as compared with 1867-68 is as follows :—

Year.	Number of Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
					Rs.	Rs.	
1867-68 ...	73	4,404	4,275	3,143	47,816	49,479	
1868-69 ...	72	4,852	4,572	3,6	52,286	53,422	
Increase	decrease. 1	448	297	511	4,470	3,943	

73. A list of grants-in-aid paid during the year is given below. At the beginning of the year there were 59 institutions on the list: two have been removed and nine added during the year, leaving 66 schools

at its close. Of these five are Government vernacular schools, to which grants-in-aid of the salaries of English teachers have been sanctioned, and five are cess schools to which superior teachers have been added at the charge of subscriptions and Government grants.

	Names of Institutions.	Amount sanctioned up to 31st March 1869.			Amount drawn during 1868-69.			Remarks
		Rs	A.	P	*Rs.	A.	P.	
1	Canning College, Lucknow, ...	25000	0	0	25000	0	0	
2	Lucknow Christian girls' school,...	1800	0	0	1800	0	0	
3	Wazeergunj Church Mission do., ..	1800	0	0	1800	0	0	
4	Victoria Church branch do., ...	780	0	0	780	0	0	
5	Rance Kutra do., ...	590	15	6	590	15	6	
6	Nakhas ka-pul do., ...	590	15	6	590	15	6	
7	Rajah ka-bazar do.,							
8	Ashrafabad do,	816	0	0	713	8	0	
9	Nawabgunge do,							
10	Yahayyagunge do, ...	273	0	0	273	0	0	
11	Golabgunge do., ...	279	0	0	279	0	0	
12	Hosseinabad Mission do, ...	2600	0	0	2600	0	0	
13	Saadutgunge Mission branch do., ...	300	0	0	300	0	0	
14	Sudder bazar do. do, ...	480	0	0	480	0	0	
15	Hussungunge do. do., ..	280	0	0	280	0	0	
16	Kashmeree mohulla do. do., ...	340	0	0	340	0	0	
17	Union zenana school, ...	804	0	0	804	0	0	
18	Ragged girls' do., ...	96	0	0	96	0	0	
19	Mahonah do., ...	480	0	0	468	0	0	
20	Neotonee do., ...	360	0	0	319	9	0	
21	Shunkerpoor do., ...	72	0	0	72	0	0	
22	Futtehpoor do., ...	480	0	0	480	0	0	
23	Zeidpoor do., ...	480	0	0	480	0	0	
24	Ramnugur do., ...	200	0	0	200	0	0	
25	Rodowlee do., ...	300	0	0	300	0	0	
26	Ajoodhia do., ...	660	0	0	553	12	0	
27	Dostpoor do., ...	240	0	0	240	0	0	
28	Bilgram do., ...	960	0	0	720	14	3	
29	Sandilah do., ...	780	0	0	780	0	0	
30	Mallawan do., ...	420	0	0	420	0	0	
31	Sandie do., ...	420	0	0	420	0	0	
32	Madhogunge do., ...	240	0	0	240	0	0	
33	Gopamow do., ...	240	0	0	240	0	0	
34	Ghousegunge do., ...	240	0	0	240	0	0	
35	Pihanee do., ...	168	0	0	166	15	7	* This amount was drawn for March only. School closed from 1st April 1868.
36	Palee do., ...	...	...	...	*10	0	0	
37	Bawan do., ...	81	13	8	45	0	0	
38	Bangurmow do., ...	480	0	0	279	12	0	This school remained Anglo-vernacular up to the close of July 1868, after which it was reduced to a vernacular town school and got a grant of 12-8-0 per mensem only.
39	Nawabgunge Alliabad do., ...	180	0	0	180	0	0	
40	Nasirgunge do., ...	144	0	0	144	0	0	
41	Bulrampoor do., ...	1560	0	0	1430	0	0	
42	Paraspoor do., ...	240	0	0	240	0	0	
43	Tarabgunge do, ...	144	0	0	128	0	0	
44	Roy Bareilly Am Mission school,...	942	15	6	942	15	6	
45	Do. do. girls' do., ...	120	0	0	120	0	0	
46	Khyrabad Am. Mission do., ..	600	0	0	600	0	0	
47	Mutchrehtta do., ...	504	0	0	504	0	0	
48	Hurgaon do., ...	252	0	0	234	0	0	
49	Lahurpoor do., ...	252	0	0	252	0	0	
50	Maharajnugur do., ...	252	0	0	252	0	0	
51	Tambore do., ...	252	0	0	246	0	0	
52	Nimsar do., ...	252	0	0	211	6	0	
53	Kootubnugur do., ...	252	0	0	212	4	0	
54	Painteypoor do., ...	252	0	0	252	0	0	
55	Secundrabad do., ...	228	0	0	228	0	0	
56	Dhowrehrah do., ...	114	0	0	111	11	10	
57	Mrs. Renther's girls' school Fyzabad	480	0	0	506	8	0	
58	Tandah school, ...	360	0	0	360	0	0	
59	Baraich Mission school, ...	...	...	...	†453	12	0	† Paid for January, February and March 1868, after which the school was converted into a zillah school.
60	Mahmoodabad school, ...	1050	0	0	787	8	0	
61	Ekounah do., ...	388	13	10	290	0	0	
62	Boundee do., ...	281	10	8	136	0	0	
	Carried over ...	53,228	4	8	52,215	7	2	

Number	Names of Institutions	Amount sanctioned up to 31st March 1869.			Amount drawn during 1868-69			Remarks
		Rs.	A	P	Rs.	A.	P	
	Brought forward	53,228	4	8	52,215	7	2	
63	Moradabad school, ...	81	13	8	47	14	0	
64	Budarka do, ...	81	13	8	45	0	0	
65	Mourawan do, ...	81	13	8	45	2	6	
66	Baragaon do., ...	130	0	0	102	14	2	
67	Deogaon	105	0	0	10	0	0	
68	Lucknow Evening School, ..	1200	0	0	1150	0	0	
	Total, ...	54908	13	8	53626	5	10	
	Building grant to Mullawan school,	1649	0	0	1649	0	0	
	Do do. to Muchhrehta do.,	1649	0	0	1649	0	0	
	Do. do. to Hurgaon do.,	405	0	0	405	0	0	
	Do. do. to Lahurpoor do,	405	0	0	405	0	0	
	Do. do. to Mahrajnugur do,	405	0	0	405	0	0	
	Do. do. to Tumbore do,	405	0	0	405	0	0	
	Do. do. to Nimsar do,	405	0	0	405	0	0	
	Do. do. to Kootubnugur do,	405	0	0	405	0	0	
	Do. do. to Painteypoor do.,	405	0	0	405	0	0	
	Total, ...	6133	0	0	6133	0	0	
	Total net amount sanctioned and drawn on account of grants-in-aid during the year 1868-69.	61041	13	8	59759	5	10	

A. Private colleges and schools of the higher class.

74 The one college shewn in the statement at para 71 is the senior department of Canning College: the two higher class schools are the school department of this institution and Bulrampoor school, the former of which passed 16 candidates, and the latter one at the university entrance examination of December last.

75 *Canning College.* The following statement shews the number of pupils in the three branches of this institution at the close of the last two years.

Department.	March 1868	March 1869.	Increase
College department	16	24	8
School Do.	450	468	18
Oriental Do.	155	174	19
Total	621	666	45

76 The following extracts from the principal's report will shew the general state of the institution.

" The aggregate number of pupils on the rolls of the three departments is now 666. Of these 492 read English, 457 Urdú, 45 Hindí, 67 Persian, 55 Sanskrit, and 61 Arabic. The percentage of attendance has improved as much as five per cent, being now 87 for the whole institution, and the fees collected continue to increase; 34 pupils are scholarshipholders, 13 are on the orphan fund, and 95 are free boys. The greater portion of the others pay eight annas or one rupee per month. As regards castes and religions, 25 are Christians, 399 Hindús, 241 Músulmans, and one Jain. 24 have talúkdárs for their guardians, 49 zamin-

dárs and others connected with land, 7 wasikadárs, 380 Government and private servants, 119 hakíms and professional men, nine artisans, and 37 pensioners."

"Of ten senior students who have left the college during the year, two have become Government translators on Rs. 100 a month, five have taken up teaching as a profession with salaries of from Rs. 60 to Rs. 100 per mensem, one has succeeded in getting a diploma as a pleader of the higher grade, one has become a clerk, and Khodadad Beg, one of the most promising students the college had, has been selected to proceed to England as a Government scholarshipholder for three years to prepare himself for the India Civil Service."

"The Arabic and Persian classes of the Oriental Department have been carried on as satisfactorily as usual. The Majtahid, who takes much interest in this department, kindly examined these classes, and I make the following extracts from his report. 'I found all the students very attentive to their studies. Besides the other sciences they also study Euclid and arithmetic. Sheikh Zamin Ali, in Moulví Ali Nakí's class has finished his course of Arabic studies. In Moulvi Fazl-úla's class ten scholars proved very clever and intelligent. Some of the students of Moulví Zahír-úd-dín's class read Persian works of a higher character, and Moulví Núr Karím's class contains some good and diligent boys. I have every hope that the students will continue to make good progress and the institution to flourish."

"The Sanskrit classes in this department have increasd in numbers. Pandit Magan Lal's class continues to learn arithmetic, euclid, and geography after the European fashion, and passed a very fair examination."

"The English school has been increased by two additional classes. There are now thirteen English classes reading from the alphabet to the standard of the university matriculation examination. With one or two exceptions the whole of the teachers have very satisfactorily worked their respective classes up in the various subjects to the prescribed standard."

"The college proper has increased from 16 to 24 students and we have three classes reading for the higher examinations of the Calcutta University. A 'B.A.' class has been formed, and to increase the efficiency of this department a special master to teach mathematics has been added to the staff."

"With regard to the results of the December examinations in connection with the Calcutta University, I have to report most favourably. From the first class of the school department, 20 candidates were sent up for the entrance examination. Of these 16 passed, five being in the first division, ten in the second, and only one in the third. The five first class under graduates are Bishumber Nath, Ram Nath, Zaheeruddin, Eusufoozzuman and Brij Bahádúr. Seven of the successful candidates are Mussulmans."

"In my last report I had the pleasure of recording the affiliation of Canning College to the Calcutta University, and I am happy now to

to be able to add that the whole of the candidates sent up for the first arts examination in December last were successful. Three students went up; Pran Nath and Hanuman Proshad were placed in the second class and Shew Narayan in the third."

77. To the above remarks I may add that the institution is in excellent order, and the classes managed with much practical efficiency. It is however to be hoped that before long one or more preparatory schools may be opened to relieve the college of the lowest school classes. It is not the work of a college to teach little boys the alphabet; and as a larger outlay in the college department will be necessary as the highest classes are formed, the committee should endeavour gradually to relieve their funds from expenditure on account of elementary instruction. For the university classes professors are necessary who have made particular subjects their special study. One man cannot be expected as in the lower classes to teach half a dozen subjects, nor for many years to come, can *large* classes be expected: the expenditure therefore on the college must necessarily be great in comparison with the number of pupils. No amount of practical skill on the part of the principal and his assistants can altogether obviate this, and the committee must therefore be prepared to meet the increased expenditure. It may be difficult for native gentlemen to understand this, but it is very much to be hoped they will not starve higher education. For the honour examinations I am of opinion that a central university college, with men of eminent attainments as lecturers on the several subjects, would suffice for the whole of North-West India for years to come, and that it is rather a waste of labour to attempt to form honour classes in all existing colleges; but Canning college must have a staff thoroughly competent and sufficient to pass candidates for the B. A. degree creditably.

78. Máharajáh Sir Drigbijai Singh's school at Bulrampoor passed one candidate at the university entrance examination in December last, and is therefore on the principle alluded to in para. 22 entitled to be ranked as a school of the higher class. The institution is not altogether satisfactory; the inspector reports that "the number of pupils is 176, but the attendance is very irregular, and the frequent change of the head masters greatly interferes with the progress of the boys. During the year there have been two head masters, and at present there is none, the second master looking after the whole school." The Máharájah was absent a great part of the year, and probably this was the cause of the delay in filling up the vacancy. He has recently returned from Calcutta and has brought a head master with him; better arrangements for the future management of the school will be made shortly.

B.—Private schools of the middle class.

79. The comparative statement is as follows:—The two mission schools in Lucknow not having yet passed any candidates at the entrance examination, are this year entered as middle class schools. The increase from 22 to 24 schools is therfore not a real increase in institutions. Two new schools in Boundee and Akounah have been opened in the

year, but two of the old ones (Bangermow and Madhogung) have been reduced to vernacular schools.

Year.	Number of institutions.	Number of pupils on rolls at the close of the year.	Average attendance during the year.
1867-68	22	1808	1273
1868-69	24	2231	1634
Increase.	2	423	361

80. Of the 24 schools of this class seven with 621 pupils belong to the American Mission. The first five on the list are in Lucknow and are under the charge of the Rev. J. H. Messmore, M. A., who reports as follows:—

Schools.	Pupils.	
	1867-68.	1868-69.
Hoseinabad, ...	146	106
Saadatgunj, ...	63	67
Sudder Bazaar, ...	99	117
Hussangunj, ...	79	53
Cashmeree Mohullah,	93	81
Roy Bareilly, ...	85	100
Khyrabad, ...	108	97
Total, ...	673	621

"The Saadatgunj, Cashmeree Mohullah and Hussangunj branch schools appear to be in a stable and prosperous condition. The aggregate of average attendance is above that of the preceding year, whilst the increase of fees is more than 25 per cent above last year. These schools are still deficient in thorough general study of Urdú and Hindí, yet there has been improvement in this respect also, as a reference to the report of studies will shew.

"The increased attention paid to these schools by the inhabitants of the mohullahs in which they are situated is a matter of much encouragement. I often find the parents and friends of the boys in the school room looking around among the classes, ardently interested in what is going on.

"At our recent semi-annual distribution of prizes in each of these three schools, the head masters succeeded in filling their houses with spectators or visitors, among whom in one school were the three sons of Mustafa Ali Khan, brother of the ex-king of Oudh, and in the other schools several nawábs and mahájans favoured us with their presence."

"The plan of transferring pupils from these schools to the central school at Hooseinabad has been carried out during the year, and the first class from each of the branch schools has been transferred on scholarships of six months' standing.

"The decreased numbers of the Hoseinabad school is a very serious source of regret. The staff of teachers is better than ever before, monthly scholarships on a very liberal scale are granted at each semi-annual examination, and yet the school seems to be unable to even retain its old scholars. There is an entrance class of five taught by myself, the first class (9 boys) is taught by a very superior teacher on Rs. 100 per mensem. The second class of 15 and the third of 16 boys are taught by men who

have been several years in the school. But there is no filling up from the primary classes, hence the comparative expense of educating each pupil is very great, and yet I cannot see how the number of classes can be reduced, and no one acquainted with the merits of the teachers will say that they are overpaid. With respect to the fees paid by this school I am not at all satisfied, and yet I see no possibility of immediate improvement. By return No. III you will perceive that almost nine-tenths of the pupils are found in cols. 9 and 10, that is in the serving and professional classes, which classes in Lucknow, especially the latter, are noted for their general helplessness and poverty."

81. The inspector reports of the Roy Bareilly mission school as follows :—

"This school has had between 90 and 100 pupils on the rolls during the year, with an average daily attendance of 84 per cent of the registered numbers. The Revd. P. T. Wilson himself takes part in the daily work of the school. When I visited it last I observed a tendency to form more classes than the masters were able comfortably to manage, and to push on the boys from one class to another too rapidly. But on the whole the school is well managed and would rank as a good Anglo-vernacular tahsíli school were it directly under the department."

I examined this school carefully in February last, and advised Mr. Wilson not to attempt for the present to form a university entrance class, but to send the few pupils who had outstripped their class fellows to the mission school in Lucknow on small scholarships. Mr. Wilson has, I believe adopted this suggestion.

82. Khyrabad school is well attended : the amount of instruction imparted is not as satisfactory as it might be : the Urdú classes were particularly backward when I examined the school last cold season. It would be well if this as well as the Roy Bareilly school were made feeders to the Hoseinabad school.

83. The Church Mission Schools* have now 427 pupils. A new building is being erected for the central school in Rájah ka Bazaar, a very favourable situation equally distant from Canning College and the American Mission School. It is hoped when this is ready the original intention of a central institution teaching up to the university entrance examination standard, fed by three branch schools, will be carried out. No pupils from these schools have yet been sent to the entrance examination : the difficulty appears to be to keep them long enough. Boys who can afford to remain long at school seem to prefer Canning College.

*Wazirgunj, ...	158
Rani Kuttra,...	83
Nakhas ka Pul, ...	84
Victoria Street, ...	102
Total, ...	427

84. The four schools noted in the margin are supported by native gentlemen with Government aid.

Mahmudabad	125
Neotnee ...	68
Akounah	67
Boundi .	80

At para 77 of my last report I remarked that the young Rájah of Mahmudabad, who had recently taken the management of his estate, had obtained a Government grant of Rs. 87-8 per

mensem to meet an equal amount contributed by himself, and established an Anglo-vernacular school at the town where he resides. The school has made a very good start: there were at the close of the year 125 pupils, of whom 113 were studying the vernacular, 34 English, and 12 Arabic. The teaching staff is shown in the margin. The Rájah takes an intelligent interest in the institution and in his report expresses a hope that it will soon "take a prominent place among schools of its class."

English	teacher	at	Rs. 60 per	mensem.
Arabic	Do.	at	„ 50 per	„
Urdu	Do.	at	„ 15 per	„
Nagri	Do.	at	„ 15 per	„

85. The school at Neotnee is well attended and shews signs of healthy progress. Half the total expenditure is contributed by Mír Salamat Alí, a native of the place, and now a pleader of the High Court at Allahabad.

86. The two schools at Boundee and Akounah have been established by the Rájah of Kápúrthalah. At Boundee there are 80 names on the register and the average attendance is good: the school was only opened in November but promises well. The inspector reported unfavourably of Akounah, and considering the place unsuitable for an English school recommended its being closed. The Deputy Commissioner however who visited the school later was satisfied: in accordance with his wish a further trial of six months is allowed.

87. The eight schools noted in the margin are supported by grants-in-aid and general subscriptions paid by the native gentry of the several districts.

Name.	District.	Number of pupils
Ajudhya	Fyzabad	131
Dostpoor		49
Zaidpoor	Barabunkee	60
Futtehpoor		96
Mallawan	Hurdui	156
Sandi		110
Muchchretta	Seetapoor	104
Mahonah	Lucknow	73

88. At Ajudhya the attendance has increased from 103 to 131, but there is much irregularity, which the inspector attributes to the great number of melas and religious holidays held at the sacred city: the percentage for the year was only 69. The inspector reports that the progress in studies during the year has been satisfactory, and that Rajah Bishen Prokash who built the school takes much interest in it and has visited it several times.

89. Dostpoor school has 49 pupils who attend regularly and are making fair progress. The want of a proper house has been a great drawback.

90. Zaidpoor and Futtehpoor schools are very creditable. The attendance is good, both have comfortable new buildings, and the discipline and progress in studies is satisfactory.

91. Mallawan is a large and flourishing school. Two branches have been opened, as the hired house in which the school is held is over-crowded. The classes are very well taught.

92. At Sandi the vernacular classes are fairly successful, but English appears to be a mistake here, and it will possibly be necessary to expend the money elsewhere.

93. Muchchretta school has suffered much from want of a new building: this is at length being erected. The estimated cost is Rs. 3,298, of which Government contributes Rs. 1,649. The attendance is large.

94. Mahonah school has not been very successful, and the English teacher has recently been removed. The Deputy Commissioner reports "funds admitted of the employment of only an indifferent English teacher, and there is no question that the time of the boys would be better expended in acquiring a sound knowledge of the vernacular than in trying to learn bad English."

95 The last school of this class is the evening school at Lucknow. It closed the year with 80 pupils against 93 last year. This falling off is probably due to the less persevering growing weary of attending school after the labours of the day. The average attendance is as last year 62 per cent. The head master, referring to this, observes that nearly all the pupils are employed during the day, and often have family affairs to attend to in the evening, whilst some live a long way from the school and are occasionally kept away by bad weather. Considering all the circumstances the perseverance shown by the students is very creditable to them. The first and second classes, consisting of 25 and 18 pupils respectively, have taken up the university entrance course for 1870, and have made good progress: the third and fourth classes are also doing well, though less advanced. The pupils have already had evidence that the instruction they receive is valuable. One pupil was promoted by his employer from Rs. 50 to Rs. 150 per mensem: a second obtained employment in the Public Works Department at Rs. 65 per mensem, and a third in the Settlement Department at Rs. 50 per mensem. The Financial Commissioner, Colonel Barrow, was good enough to visit the school lately and has publicly expressed his satisfaction with the institution. Babú Ram Chandra Sen, head master of the Normal School, as president of the school committee, has continued to exert himself on behalf of the school.

96. In concluding this section I may add that at the very close of the year a promising Anglo-vernacular school has been opened at Bhinga in Baraich district. The proposal came originally from the Deputy Commissioner (Mr. Kavanagh), the Bhinga estate being in the Court of Wards, and the young Rájah, a student in Canning College, having expressed a wish that a school should be established, the Deputy Commissioner applied for a Government grant of Rs. 50 per mensem in aid of the school: the grant was sanctioned and the school opened, but the Rájah just then came into possession of his taluka, and has since expressed his wish to pay the whole expenses of the school and manage it himself. Of course no objection was made, and the school is now unconnected with this department. If it succeeds, and there is no reason why it should not, the Rájah will deserve great credit.

C.—Private Schools of the Lower Class.

97. There are 35 schools of this class with 1471 pupils against 33 schools and 1267 pupils at the close of 1867-68. Of the whole number 14 schools receive no Government aid. As last year they may be con-

veniently divided into (1) those supported and managed by private gentlemen; and (2) those supported by general subscriptions and managed by district officers and committees.

The following statement shews the number of schools of the first group :—

Proprietors.	Number of schools.		Number of pupils.		Remarks.
	1867-68.	1868-69	1867-68.	1868-69.	
Máharájah Drigbijay Singh, K. C. S. I, ...	9	10	138	232	
Nawáb Nawazish Ali Khan, Talúkdár, Baraich District,	2	2	82	*0	* No returns received.
Jemadar Bishan Nath, Oonao District, ...	1	1	36	43	
Mirza Abbas Beg, Talúkdár, Seetapoor District,	0	1	0	50	

98. It will be observed the Máharájah of Bulrampoor has now 10 schools, and the number of pupils has increased considerably. More information regarding these institutions will be available when a Deputy Inspector is appointed for the Gondah district: being in remote villages out of the way of any Government schools it is but seldom European officers can visit them.

99. Nawáb Nawazish Ali Khan's two schools in Baraich district have not made satisfactory progress, the teachers appointed by the Nawáb were incompetent, and he has now consented to receive masters selected by this department.

100. Jemadar Bishun Nath's school at Shunkerpoor Serai in Oonao district is very creditable to him. The jemadar takes a personal interest in the teachers and pupils, and has promised to build a school house for them. The Deputy Inspector of Oonao deserves credit for encouraging the school. It is not every native gentleman who has a turn for managing schools, and few have any experience in such matters. Deputy Inspectors have been informed that in such cases their duty is not merely to find fault and advise a withdrawal of the grant-in-aid, but to offer every possible assistance in correcting mistakes. To find fault is extremely easy, but a zealous Deputy Inspector should look upon every school abandoned (unless some very special circumstances justify this extreme measure) as a reflection upon his own skill and tact, and to some degree a discredit to the department.

101. Mirza Abbas Beg, Talukdár of Seetapoor district has during the year opened a good vernacular school at Baragaon, a small town on his estate. The Mirza contributes Rs. 15 per mensem, and Government gives a grant of equal amount. As the Talukdár is frequently absent he has made over the executive management of the school to this depart-

ment, corresponding with me however occasionally on matters to which he wishes attention to be paid. At the close of the year there were 50 pupils in the school.

102. The statement in the margin refers to schools supported by general subscriptions. Of the Hurdui schools, those at Gopamow and Pihanee are in a very healthy condition: the latter has greatly improved during the year not only in attendance but in progress in study. Ghousegunge school is also doing well. The Deputy Inspector Múnshí Mool Chund and his predecessor paid much attention to these schools, and a good deal of the improvement made is due to these officers. Madhogunj is a considerable mart, but the people have so far resisted all attempts to attract them to education. They are for the most part bunias and other shopkeepers who think all education beyond *chitthi* and *pahara** superfluous. It may, they say, be right and proper for others to read books and learn arithmetic and geography, but such lore is not for them and theirs: consequently although there are 59 pupils on the rolls, all are in the two lowest classes. Directly a boy can write easy Nagri and knows the multiplication table he begins the great work of life in his father's shop. I do not propose to abandon the place altogether, but an ordinary village school will suffice till a more liberal spirit prevails.

Districts.	Number of schools.		Number of pupils.	
	1867-68	1868-69	1867-68	1868-69
Hurdui, ...	4	4	288	329
Khereo, ...	6	6	162	194
Seetapoor, ...	7	7	415	467
Gondah, ...	2	2	90	156
Fyzabad,	...	1	...	* ...

* No returns received.

* Letter writing and the multiplication table.

103. The Khereo schools are improving slowly: they require more inspection. I hope a Deputy Inspector will be appointed this year.

104. The Seetapoor schools have been well and frequently inspected during the year by Bábu Kheshub Chandra Deb, the Deputy Inspector. Some of the teachers have been changed, necessary furniture and apparatus have been sanctioned by the Deputy Commissioner, new school houses, which were most necessary, are nearly completed for five out of the seven schools, and generally a new impetus has been given to the whole of the schools.

105. Gondah has two schools at Paraspore and Oomree. The Inspector reports that the former school was re-organized at the beginning of the year and put under a trained head master from the Normal School, who "at once showed his superiority to the Maulavis, who had preceded him. The numbers have risen from 47 to 102, and the average attendance from 64 to 86 per cent." The second school was removed from Turubgunj to Oomree, and has now 54 pupils. A school house is to be built after the rains.

106. Deogaon School in Fyzabad district, was opened in February and has sent no returns for the year. Rájah Azim Ali Khan, talúkdar, pays half the expense of the school and seems really interested in its success.

Private Female Schools.

107. The statement below shows a slight falling off in the number of pupils.

Names.	Number of pupils.		Remarks.
	1867-68	1868-69	
Lucknow girls' school (Christian)...	37	32	
Church Mission school Lucknow (native)	83	91	Five schools.
Do. do. Fyzabad ...	40	55	Opened in June 1867.
American Mission schools Lucknow ..	136	100	
Do. do. Roy Bareilly	17	30	
	313	308	

108. The girls' school Lucknow, for the children of Europeans and Eurasians, has not been very successful during the year. About the close of the preceding year a change of teachers was made, and this was followed by the withdrawal of most of the pupils, some from causes which had no connection with the management of the school, others from a determination on the part of the committee to insist on stricter discipline. Subsequently the attendance began to recover, and by the close of the year, there were thirty-two pupils, of whom eleven were boarders.

During the past three or four years girls' schools have been established in several stations in the north of India, and there is not now therefore the same demand as formerly on behalf of children from out stations. At the same time there are no doubt numbers of poor children scattered over the smaller stations of Oudh and the North Western Provinces, whose parents really cannot afford to pay the fees at a boarding school, and who are therefore growing up without any school education at all. There is a probability of the Lucknow girls' school receiving a small endowment from the Martiniere funds, and of its becoming a department of that institution: when this arrangement is completed it is hoped a few foundation pupils may be admitted, and so the want now felt be to some small extent met.

109. The following report by the lady in charge of the Church Mission zenana schools, is given in full.

"We have at present four female schools in connection with the Church Missionary Society, viz. at the Rajah ka Bazar, at Golagunj, Nukhas, and Asharfabad. Of these four schools that at the Rajah ka Bazar is in the most flourishing condition, having at present on the rolls twenty, with an average attendance of fifteen. Some of these girls are very attentive to their studies and anxious to improve, while others of course are inattentive and idle, making little progress. In these schools, reading, writing and arithmetic, are taught, besides which the elder girls get lessons in geography, history, and general knowledge, as taught in the

Hakaikul-Manjudat. The teacher in this school, a begum of good family, is further qualifying herself for her post by daily attendance at the Normal School.

"The Golagunj school has on the rolls nineteen, with an average attendance of fourteen. Many of the pupils here are grown-up women, who are very anxious to learn but are by no means clever. Here the elder pupils are learning reading, writing, arithmetic, and geography, the little ones reading, and spelling, and write figures on the black-board. The teacher of this school, Mahomdee Khanum, also attends the Normal School in the afternoon.

"Six children from Nakhas school are at present ill of small pox, and one very promising child died a short time ago of the same dire complaint, so that the present average attendance here is only about eight. Some of the elder girls read well, but the teacher, Hurmuzi Begum, although an aristocratic and withal a spirited old begum, is not a very competent teacher, and there is a great want of discipline in the school. Needle-work is taught here as in all the schools by the múnshí's wife. Many of the girls, just as they begin to shew some promise of improvement, are withdrawn from the schools by their parents for marriage and other causes.

"Asharfabad school was only opened on the 15th of January last. It begun with an attendance of ten girls, which has since increased to sixteen. Some two or three girls here can read a little, but most are only learning their *alif-be*. As yet they have not been supplied with writing boards, but this month we hope to give them all necessary materials for beginning writing, and arithmetic. The teacher, Peyarè Sahibah, is a very energetic old lady, but she understands very little of teaching: she also attends the Normal School. Scripture lessons are given in all the schools."

110. Mr. Messmore speaks of the American Mission school as follows:—

"The ragged school in Hoseinabad is filled with bright Mahomedan girls, many of whom read well in the Urdú Testament. The numbers of this school might easily be doubled, were the means available for furnishing the pice a day for the girls.

"The condition of the zenana school and the progress of the girls, have not been very encouraging. We have endeavoured to be more strict with the teachers, and tried to exact from them something like a faithful performance of their duties, but they have shown themselves so unworthy that our hopes of success through such agents are somewhat lessened. We have also learned that the girls are completely under the influence of their teachers, and the dismissal of a teacher from school is invariably followed by the withdrawal of all those collected through her influence. This will explain the great irregularity in numbers on the rolls and in daily attendance indicated by the quarterly reports for the year."

111. The following extract from the Inspector's report describes the Church Mission zenana schools at Fyzabad and the American Mission school at Roy Bareilly.

"Mrs. Reuther has two girls' schools in Fyzabad, for which she receives aid from Government. These contain thirty-three and twenty-two pupils respectively with an average daily attendance of seventy-five per cent of the registered number. They are attended by girls of the most respectable families in the town, and of course are not open to my inspection. They have been visited by several ladies of the station during the year, all of whom have expressed themselves greatly pleased with the progress made. The order and politeness of the girls, the facility with which they read and explained, and their skill in needle-work, struck all their English visitors most favourably.

"Mrs. Wilson's school at Roy Bareilly contains thirty girls with a very good average attendance. Mrs. Wilson says, the school, though improved in numbers, has made little advancement in other respects owing to scholars being withdrawn from school by the time they begin to read pretty nicely. This school *per se* is not of great importance, but it is thought that it may help to wear away prejudice and accustom the people of Roy Bareilly to the idea of female education."

112. The following statement shows how the schools mentioned in Sections IV and V are divided among the twelve districts of the province. The districts are arranged with reference to the number of pupils contributed by each.

Districts.	Number of schools.				Pupils at			
	Government.	Private.		Total.	Government schools.	Private schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1	2	3	4	5	6	7	8	9
Lucknow, ...	68	16	6	90	3201	1042	903	5146
Hurdui, ...	74	...	7	81	3171	...	595	3766
Oonao, ...	72	...	1	73	3520	...	43	3563
Roy Bareilly, ...	66	2	...	68	2917	130	...	3047
Fyzabad, ...	54	1	3	58	2462	55	180	2697
Barabunkee, ...	62	...	2	64	2514	...	156	2670
Seetapoor, ...	41	1	10	52	1810	97	746	2653
Pertabgurh, ...	57	...	...	57	2504	...	...	2504
Sultanpoor, ...	56	...	...	56	2352	...	...	2352
Gondah, ...	7	...	13	20	657	...	564	1221
Kheree, ...	4	...	6	10	375	...	194	569
Baraich, ...	9	...	4	13	348	...	147	495
Total, ...	570	20	52	642	25831	1324	3528	30683

113. With reference to the educational wants of certain towns in the Lucknow district, the following extract from the Deputy Commissioner's report is interesting. I fear there would be great objection to relax the grant-in-aid rules as the Deputy Commissioner suggests. The fact is the grant-in-aid system, excellent though it be where education is appreciated and the people are in tolerably easy circumstances, fails utterly where either of these conditions is wanting. It is the old difficulty which has been experienced in England and elsewhere : those who are to some extent instructed and wish to teach their children can get help to do it, provided they can pay half the cost : the degraded, who don't want the children taught, and the wretchedly poor who cannot pay, are left by the grant-in-aid system just where it finds them. Mr. Quinton says, "The support of town schools in this district is a serious question. The bulk of the residents of most of the larger towns derived their incomes directly or indirectly from the native government. They have consequently been impoverished by annexation, and are quite unable to contribute the required amount for the support of a town school. On the other hand they are Mahomedans and fairly educated, so that the quality of the instruction given in the cess schools does not commend itself to them. They are not satisfied with Hindí and Urdú but want Persian and Arabic. Their children are either kept at home and taught to read Persian by a moulvie who can teach them little else or are not taught at all.

"I should recommend that for good reasons to be assigned, a relaxation of the grant-in-aid rules might be made in the case of towns so circumstanced, and that the quota to be subscribed locally to the support of the school be fixed with reference to the poverty or wealth of the inhabitants."

VI. Scholarships.

114. In March 1866 the imperial government sanctioned Rs. 390 per mensem for scholarships. This money is allotted after the annual examinations in stipends varying from Rs. 4 to Rs. 6 per mensem to pupils who stand highest in the list. The objects are (1) to encourage the most promising pupils in the zillah and other superior schools to continue their studies till they pass the university entrance examination, and (2) to enable the best pupils of inferior schools to remove to a superior institution : a large proportion of the whole sum is absorbed by boys who have been removed from one school to another.

115. No budget provision has yet been made for scholarships to pupils who have passed the entrance examination and wish to continue their studies at Canning College, but when the results of the last examination became known the Chief Commissioner sanctioned the expenditure of Rs. 155 per mensem from general savings in scholarships to the most deserving of the successful candidates.

116. The following statement shows the number and aggregate value of scholarships drawn at the close of the year at the several schools :—

Names of institutions.	Number of scholarship holders.	Aggregate monthly value of scholarships.		
		Rs.	A.	P.
Canning College Lucknow, ...	18	*171	0	0
Fyzabad zillah school, ...	20	88	0	0
Akberpoor Anglo-vernacular tehsil school, ...	1	4	0	0
Roy Bareilly zillah school,...	6	24	0	0
Behar school, ...	2	8	0	0
Sultanpoor zillah school, ...	4	16	0	0
Hurdui, do., do., ...	8	35	0	0
Luckhimpoor, do., do., ...	6	24	0	0
Barabunkee, do., do., ...	9	36	0	0
Oonao, do., do., ...	2	8	0	0
Suffeepoor school, ...	4	16	0	4
Seetapoor zillah school,...	5	20	0	0
Lucknow Model school, ...	1	4	0	0
Mullhiabad vernacular town school, ...	2	8	0	0
Koorsee, do., do., ...	1	4	0	0
Amethee, do., do., ...	1	4	0	0
Hooseinabad A., V, ; A. M. School, ...	2	10	0	0
Total ...	92	480	0	0

* This includes Rs. 25 from Gondah scholarship fund.

VII.—Employment of Students in the Public Service.

117. Nothing further has been done with regard to the proposal to institute an educational test for candidates for employment in the public service, (*vide* para. 85 of the report for 1867-88.)

118. There is often I think a feeling on the part of office employés against appointing school boys to vacancies: the latter not being accustomed to office work require a little instruction at the outset, which is more or less troublesome. But this department has no reason to complain of unwillingness on the part of superior Government officers to employ pupils recommended to them. No statistics are available, but a considerable number of pupils from Government schools have obtained service under Government, and in all the cases that have come under my notice they appear to be giving much satisfaction.

VIII.—The English Language in Indian Education.

119. The statement in the margin shows a fair increase in the number of pupils learning English. It will be seen from what has been said in regard to the comparative merits of Anglo-vernacular and vernacular schools, that whilst the value of English education is fully appreciated, the possibility of its being attempted where no good can result is

Years.	Number of pupils learning English at the end of the year.
1864-65.	2171
1865-66.	2759
1866-67.	3577
1867-68.	3854
1868-69.	4221

admitted. Grants-in-aid are still available for English schools wherever there is a fair chance of their being really useful, provided of course that half the expenditure is raised from private sources. But there is not I think that imperative necessity for more English schools that there is for good vernacular education. The object so far as English education is concerned should now be to make existing elementary English schools really efficient up to the standard for class III or better to class II of the course; to make zillah schools as perfect as possible up to the university entrance examination, and to gather in them the most promising pupils from inferior schools in the districts, as well as the sons of well-to-do natives residing in villages where no English school exists; and lastly it should be a chief care to make Canning College thoroughly efficient, at any rate up to the B. A. standard.

IX.—The Book Department.

120. The arrangements for supplying books, maps, &c., are unchanged. The usual statement is given below. The value of books &c., sold to pupils and others is Rs. 9,570 against Rs. 9,013 last year; of the proceeds Rs. 6,436 were credited to the imperial revenue and Rs. 3,134 to the cess. Among the grants of the year was Rs. 300 to the Lucknow museum for scientific books,

Articles.		Purchased during the year.		Supplied to schools gratis during the year.				Sales effected during the year.	
				For school use.		For prizes.			
		Number.	Value.	Number.	Value.	Number.	Value.	Number.	Value.
			Rs. As. P.		Rs. As. A.		Rs. As. A.		Rs. As. A.
Books ...	English,	5103	3259 5 6	59	43 5 6	925	509 11 0	7707	2883 11 0
	Vernacular,	31933	6914 9 10	694	368 9 9	5304	1042 14 3	35278	6091 12 9
Maps ...	English,	18	176 0 0	1	9 0 0	...	... ...	...	... ...
	Vernacular,	951	3014 2 2	388	578 8 0	21	4 10 6	174	148 0 6
Slates and pencils, ...		7089	636 10 0	89	36 8 6	196	94 7 9	6934	447 4 6
Globes &c., ...		...	... ...	...	.. ..	...	.. ..	...	... .
Total, ...		45094	14000 11 6	1231	1034 15 9	6946	1651 11 6	50093	9570 12 9
Imperial, . ..			7366 2 0	...	664 9 3	...	549 3 9	...	*6436 6 3
Cess, ...		...	6634 9 6	...	370 6 6	..	1102 7 9	.	*3134 6 6

* These items shew how much of the stock sold was imperial and cess property respectively. The books were sold to pupils and others.

121. It is of course very important as the people are taught to read that they also be supplied with literature. In this view it is encouraging to have to report that, following the example of the "Akhbar Sarishtah-i-Talim;" three new monthly papers of an educational nature have been started during the year. The Jalsah-i-Tazib (Reform Club) of Lucknow publish a Risala containing an account of the proceedings of the Jalsah, including notices of the lectures and debates, and articles on various subjects of interest; at present the Risala is supplied to members and friends of the association only, but it is proposed hereafter to offer it for sale to the general public. The other two papers, the *Kokab-i-Isive* and *Shams-ul-Akhbar*, are published at the American Mission Press in Lucknow: these are more or less of a religious character, but contain much secular instruction also. The former is

in the Roman character and is intended especially for native christians, the latter, in the Persian character, is addressed to the general public. The price of each is one anna per copy.

122. With a view to encourage a taste for reading, efforts have been made to establish libraries. The libraries in connection with zillah schools have been already mentioned; in some of these, one or more newspapers are taken for the masters and elder pupils. Recently the Chief Commissioner has been pleased to sanction the establishment of a vernacular library in each district for the benefit of vernacular teachers; the library will be under the care of the Deputy Inspector of the district, and will be supported by a contribution of one rupee per annum from each village school and two rupees from each town school, to which Rs. 50 per annum will be added from the annual grant for the book department.

An attempt has been made also to initiate a public library for the native population of the city of Lucknow. The Chief Commissioner suggested the idea some months ago, and authorized a grant of books to the value of Rs. 1,000. A beginning has been made in one of the rooms of the model school in the Chouk: the Jalsah-i-Tazib act as custodians for the present and have added to the attraction of the library by throwing open their reading room, containing nearly all the vernacular newspapers of North India. The library at present contains only 718 volumes: whether it will grow and become useful depends mainly upon the funds which may be obtained for its support. If encouraged for a few years there is no reason why a public library should not in time attract contributions from public spirited men and become a valuable institution.

123. The Jalsah-i-Tazib, whose institution was mentioned in my last report continues to shew life and activity. There are now 120 members; discussions are held and lectures given, a news-room is maintained, and a monthly paper issued. Among the subjects discussed is female education, which seems to have been both defended and condemned most vigorously: in the list of lectures one is on eclipses, several on female education, one on Sanskrit literature and one on the administration of Sir John Lawrence.

X.—Notice of Officers.

124. Mr. Thomson, senior Inspector of Schools, has managed the schools in his circle with care and judgment: the improvement in many of them is most marked. Mr. Thomson's practical skill and ability as an inspector have been noticed in preceding reports: he was detained in Fyzabad by unavoidable circumstances for about a month of last marching season, but made a total of 130 inspections. During the hot weather he personally superintended the Fyzabad entrance class, and it is partly to this their success is due.

125. Múnshí Durga Prashad, the junior Inspector, made 261 inspections during the year: his diligence and attention to duty are most

praiseworthy. This officer has also contributed a number of very good articles to the " Akhbar."

126. Bábú Ram Chandra Sen, head master of the Normal School, is a valuable officer and takes great pains with the teachers sent to him to train. The higher class men who stay in the school two years and come into more immediate contact with the head master are all very efficient teachers.

127. Among the zillah school head masters Mr. Anderson of Fyzabad, Mr. Walsh of Roy Bareilly, Bábú Ram Chandra Basu of Seetapoor and Bábú Sital Prashad Gupt of Oonao deserve mention. Mr. Anderson is a trained and experienced school-master and promises well: he was only appointed in December last.

128. In paras. 99, 101, and 103 some of the Deputy Inspectors have been favourably mentioned. Mr. Thomson specially commends Mir Mahomed Hosein of Roy Bareilly and speaks well of Moulvi Kayam-ud-din of Pertabgurh, Múnshí Bishumber Dayal of Fyzabad and Pandit Sheo Narayan Tiwary of Baraich. Mir Mahomed Hosein and Múnshí Bishumber Dayal have had to superintend the erection of village school buildings in addition to their other duties. In the western circle, Pandit Sheo Narayan of Lucknow has been very useful in bringing out the " Akhbar Sarishta Talim," and is an active promoter of all educational measures among the natives of the city: the Deputy Commissioner, Mr. Quinton, in his report testifies the zeal, intelligence, and energy Pandit Sheo Narayan uniformly exhibits in all questions connected with education in the city and district. Múnshí Hanoman Prashad of Barabunkee, and Múnshí Mool Chund of Hurdui have taken great pains in erecting school buildings, and are active, diligent officers. Múnshí Aminuddin of Oonao, and Bábú Keshab Chandra Deb of Seetapoor have also done well.

129. Múnshí Gujraj Singh, head clerk of my office, has continued to give much satisfaction in the discharge of the several duties of his appointment.

130. The usual statements will follow.

I have the honour to be,

Sir,

Your most obedient servant,

W. HANDFORD,

Director of Public Instruction, Oudh.

OFFICE OF DIRECTOR OF P. I. OUDH, LUCKNOW, *The 3rd June* 1869.

No 2749.

FROM

THE SECRETARY TO CHIEF COMMISSIONER,
OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
OUDH.

Lucknow, the 30th June 1869.

SIR,

I am directed to acknowledge the receipt of your report for the year 1868-69.

Controlling agency.

2. The superior controlling agency remained the same as last year, but a new Deputy Inspector had been appointed to Baraich, and you mention that it will be necessary during the present year to appoint Deputy Inspectors to Gondah and Kheree. The Chief Commissioner is glad that operations have so far advanced as to enable this to be done, as the aided schools in those districts require supervision.

3. The system of inspection hitherto adopted in this province, *viz.*, that of not expecting the Inspectors to examine every school in their charge, but of requiring that such examinations as they do hold shall be thorough examinations in the school itself and not that of selected boys at a distance, has been continued during the present year. You however express an opinion that, where it is possible to call the whole of the boys to a neighbouring school and there examine them, this will have to be done or the Inspector will not see the school at all.

4. I am to observe that the proportion of inspections made during the year appears to the Chief Commissioner as yet to be sufficient to maintain a thorough control over the whole of the schools in the province. Each one is inspected more than once by a Deputy Inspector, and, if the Inspector varies his route and it cannot be known beforehand what schools he will go to, the Deputy Inspector for his own sake will do his duty. But it is of the highest importance that when an inspection does take place it should be thorough, and it is not possible for that to be the case unless the school and village are visited. In such a matter as education so much depends on the feelings of both the pupils and their parents and the way in which the school-master and his work are regarded by the people of the village, that, by cutting off from the inspection the opportunity of ascertaining what those feelings and opinions are, the department would greatly weaken itself. And it is not to be doubted that means would be found by school-masters of keeping back those boys whom it was least desirable to show, if not of presenting only those who could best stand an examination. There is

no security whatever that they would all be present. Rather than adopt the system of examining schools by groups, Mr. Davies, if a real necessity be shown, would ask the Government of India so to strengthen the inspecting staff as to make it equal to its work in a proper manner. As this province is a compact one the extra cost would not be great.

5. The Chief Commissioner regrets that greater progress has not been made in the organization of school committees. Mr. Strachey's circular directing their formation is dated the 13th January 1868, and they ought to be in full working operation. The attention of the Commissioner of Roy Bareilly will be called to the fact which you mention, that at the meeting of the Pertabgurh committee no European officer was present, and instructions will be issued that regular minutes of the meetings shall be kept and copies forwarded for your information.

6. At the same time Mr. Davies has much pleasure in acknowledging the exceptional attention which the committees of Gondah and Fyzabad have paid to the schools in those districts. The fact that the committee of Gondah have funded Rs. 3,000, that the interest may supply scholarships to the Gondah boys who may pass the university entrance examination, is highly creditable to them.

7. It is gratifying to the Chief Commissioner to observe that though some of the Deputy Commissioners have been remiss in the organization of their committees, you bear testimony to the assistance your department receives from them generally.

8. The total expenditure during the year under review has risen to Rs. 4,11,931-4-2, as compared with Rs. 3,27,460-12-4 in 1867-68. The amount contributed by local funds is 47 per cent of the whole, and direction and inspection cost 14 per cent of the whole expenditure. The subscriptions fell from Rs. 66,701 in 1867-68 to Rs. 44,193 in the present year. The fees on the other hand have risen from Rs. 17,294 in 1867-68 to Rs. 21,569 in the year under review. Finance.

9. These figures are on the whole satisfactory. The amount contributed by local funds has risen in proportion 4 per cent, and the cost of supervision has fallen upwards of one per cent. The falling off in the subscriptions is owing partly to misconception on the part of some of the landholders, who have got the idea into their heads that the collection of the cess renders subscriptions unnecessary; this has been specially the case in the district of Hurdui. The attention of the Commissioner has however been called to the point, and he has issued instructions which it is hoped may have the effect of inducing some of the talukdárs and other native gentlemen to continue their contributions. It should be carefully explained that though the cess may establish a village school where formerly a school of the same class only was supported by subscriptions, yet, if the subscriptions are continued, it will perhaps be possible to turn this school into a vernacular town school, and to give the boys the benefit of a superior education. The Chief Commissioner is unwilling to adopt the rather desponding views of the Deputy Commissioner of Hurdui on this subject, quoted in your para. 13. He trusts, on

the contrary, that, as the talukdárs recover from the expenses which the settlement has entailed upon them, and see more and more the value of education, they will be more disposed to assist in the good cause. He thinks that in solvent estates under the Court of Wards something might be done to promote the education of the people on the property.

10. The increase in fees is satisfactory. It appears to have extended to the private schools as well as to the Government schools of all classes. The importance of this can hardly be overrated, as there is ample experience to prove that the education which is paid for is the more valued; and as the means of Government, as compared with the wants of the people, must always be limited, the object of making schools as far as possible self-supporting should ever be kept in view.

General statistics.

11. There has been an increase of 117 schools in the province during the year, the numbers being 642 against 525 in 1867-68. The main increase has been in the Government village schools, of which 102 new ones have been opened. Indeed the whole increase is in Government schools, the private schools having fallen off by one. The increase in the average number of pupils on the rolls has been 7,034, and that of the average attendance 6,091.

12. The Chief Commissioner is much pleased to observe that the average attendance has risen this year to 80 per cent against 77 per cent in 1867-68. The rise moreover seems to be general, and to have been shared by the private schools as well as the Government schools, which is still more satisfactory.

13. Mr. Davies regrets to observe that, in the table of social status of the scholars, the talukdárs have fallen from 101 in 1867-68 to 70 in the present year. It appears from your explanation, however, that the real number is the same, 31 having been erroneously entered as talukdárs in the last year's return. It is, however, no less a matter of regret to find the families of the 256 talukdárs who attended the Governor General's durbár only supply 70 boys to the schools of the province. It is hardly open to a doubt that zanána influence is at the bottom of it, and it will be a difficulty for many years to come. The increase in the numbers of every other class is however very satisfactory, as showing that the benefits of education are extending pretty evenly throughout all the classes in the country in proportion to the numbers enrolled before. The proportion to the whole numbers, and the degree in which education is sought by the several classes of the people can only be determined when the results of the census are available. These remarks similarly apply to the returns by religion.

University examinations.

14. The Chief Commissioner notices with pleasure that the three candidates sent up from the Canning College for the first arts examination all passed, two in the second division and one in the third. Of the 38 candidates for the entrance examination 31 passed; 11 being placed in the first division, eighteen in the second, and two in the third. These results are creditable to the educational institutions of the province. Of the seven failures, three were in English, one in the second language, two in history and geography, and one in mathematics.

15. These schools have risen from 452 to 570 during the year. The vernacular town schools have increased from 14 to 20, and the village schools from 381 to 483. Female schools have increased from 24 to 33. The higher class schools have decreased from 10 to 2. The cause of this is the necessity of adapting the figures to the principles of classification in use in other provinces. While admitting it to be a sufficient reason for the change in the classification, the Chief Commissioner is of opinion that it is not a correct system. A school ought to be classed according to the course it teaches and the result it aims at, and not according to the success of its scholars or even one of them. For example: the Mahárájah's school at Balrampúr appears to have had an exceptionally clever boy in it, who managed to get through the university entrance examination, being placed in the third class, yet this success is sufficient to place the school, of which you do not give a favourable report, above a school reported on in the terms which Mr. Thomson has used of Roy Bareilly. In consequence of this the middle class schools have been increased from 34 to 48, the real increase being however only 6; namely Baraich zillah school, which was formerly an aided school maintained by the Rájah of Kapúrthalla, and five vernacular town schools, the sixth having formerly been an Anglo-vernacular town school. Government schools.

16. There were 11 zillah schools open during the year. There has been an increase in the totals of attendance, fees, and expenditure, and a decrease in the cost per pupil. The average attendance has risen from 79 to 83 per cent. The Chief Commissioner is glad to find that you are able to describe the September examinations to be "as thorough a test as could be desired." You only admit a boy into a higher class who gets 40 per cent of the marks at his examination, yet the first class has increased from 15 to 72, the second from 95 to 134 and the third from 120 to 194. These results appear to be encouraging. Mr. Davies is also glad to see that Mr. Thomson says of these schools in his circle "all the schools, "but especially Roy Bareilly and Gondah, have been better taught than "in previous years." The Fyzabad school is also highly spoken of as well as Seetapoor. Zillah schools.

17. The system of branch schools to relieve the zillah schools of the preparatory classes appears to have been as yet introduced only into Fyzabad and the districts of the Seetapoor division. The experiment has not yet lasted long enough to produce any results, but the remarks of Mr. Thomson on the Fyzabad branches, quoted in para. 33 of your report, show the necessity of an active supervision over the branches, and indicate that the too exclusive interest taken by the head master in his forward boys is the probable difficulty in the way of such supervision.

18. The Chief Commissioner acknowledges the necessity for boarding houses in connection with these schools. There can be no doubt but that in many cases boys are deterred from attendance by the difficulty in getting suitable accommodation for them. You have, however, separately addressed the Chief Commissioner on the subject, and he is consulting Commissioners on the point, and therefore he refrains at present from saying more on this head.

Middle class school, Anglo-vernacular.

19. The number of these schools has diminished by one, it having been reduced to a vernacular town school. From this cause the average number on the rolls has fallen off and the total cost is less. But the average attendance has risen from 79 to 82 per cent, there has been a considerable increase in the fees, and the cost per pupil has fallen somewhat. These results are satisfactory. You think it would be a great advantage if these schools could go one class higher, but state that your staff of English teachers is unequal to it. The first class, in these schools read the same course as the third class in the zillah schools. I am to observe that as yet you have only 146 boys in the first class, which is only 7·7 per school, and, in the face of your own declared opinion that the more pressing want of the province is good vernacular education at the present time, the Chief Commissioner thinks it would be better to give the more promising boys scholarships to the zillah schools, as he would not feel justified in asking the Government to increase the English establishments of these schools. If however the school committee of any district can manage to supply the extra English master required to form a higher class, Mr. Davies will be very glad. The schools at Bilgrám, Sandíla, Tándah, Atraula, and Jáis appear to be in the best order.

Vernacular town schools.

20. These schools have increased by six, one being an Anglo-vernacular school reduced to this class, and five being cess schools raised to it by means of subscriptions and grants-in-aid. The average number on the rolls and the average attendance have nearly doubled, and the percentage of attendance has risen from 77 to 80. The total cost has of course increased, but there has been a large reduction in the cost per pupil. These results are very satisfactory. The Chief Commissioner quite concurs in your estimate of the importance of this class of schools. The despatch of 1854, as you say, contemplates the education of the whole people, and the cess schools are the means provided for this purpose. The town schools are meant to impart a superior education, but the despatch looks to the people to take the initiative, and the action of Government is intended to afford encouragement in the shape of grants-in-aid. At the same time Government maintains a few schools of this class in the province by way of example, as showing to the people what can be done in this way; and, as far as the funds may be available, it appears to Mr. Davies to be advisable to encourage and develope this class of schools. But the principles of the despatch are the main hope of their extension, and they should ever be kept in mind and impressed on the attention of the school committees.

21. The Chief Commissioner is glad to observe that the first class has increased at the examination from 32 to 48, the second from 79 to 161, and the third from 205 to 365. These figures show considerable progress. The schools which appear to show best are Saffipúr, Malliabád, Jagdíspúr, and Behár (Roy Bareilly). Progress is being steadily made in providing buildings for these schools.

Village schools.

22. These schools have increased in numbers, attendance, and cost. The average cost per school has risen from Rs. 88-9-5 to Rs. 97-6-11,

but the average cost per pupil has fallen two annas. The percentage of attendance is the same as last year. The examinations show marked progress. The first class has increased from 245 to 685 and the second from 1,513 to 2,501. The fees have risen from Rs. 2,069 to 3,877. These results are decidedly satisfactory. Oonao, which heads the list in number of schools and scholars, appears to have had fewest comparative promotions at the examination. The progress in all the other schools appears to have been good, Roy Bareilly carrying off the palm, having increased its first class from 29 to 206. Lucknow, Fyzabad, Sultanpoor and Pertabgurh all stand high and do credit to their teachers.

23. Mr. Thomson's report on what is taught in the village schools quoted at para. 52 of your report is very interesting, and, if the programme is fully realized, it leaves little to be desired in this class of schools. The fact that 63 village school houses have been built during the year and that 53 are in course of erection, speaks well for the attention paid to this important matter.

24. The Chief Commissioner concurs with you that the pay of the teachers is small enough, but no doubt when the heavy expenditure for buildings ceases funds will be available to raise it. It would be but fair to do so as a concomitant of the superior education you propose to give the teachers in the latter part of your para. 55, thereby raising the whole character of the village schools. This, it appears to Mr. Davies, is the true object to be aimed at. The Government will provide for the mass of the people, and within reasonable reach of all, as good an elementary education as the cess will admit of. It will also provide a certain limited number of superior schools, with scholarships attached to them, so that exceptionally clever boys may obtain a better and in fact a first class education. But it adheres to the principle of the despatch of 1854 as regards a superior class of education for the mass. It will second their own efforts by grants-in-aid as far as its means will permit; but it expects the initiative to come from them, and that the instruction already afforded will give birth to that desire for more which will make some sacrifice to attain it. In this view the Chief Commissioner would repeat his objection of last year to apply the cess towards raising particular schools of this class to the town school standard. He would rather spend the money in pushing on the buildings, and, when they are finished, funds will be available for raising the standard of the whole of the village schools.

25. Mr. Thomson's account, given at para. 57 of your report, of the comparative forwardness of high caste poor men to send their boys to school as compared with the low caste men of the agricultural class, is not surprising. Under the native system the former were soldiers, chupprasseos, and followers, and might aspire to become officers or indeed anything; the latter were tillers of the soil only. They paid higher rents for the same land, and existed in some parts of the country in a state of predial serfdom. That they should be less alive to the

advantages of education, less ambitious of bettering their condition, and more satisfied with the better protection they enjoy under our Government is simply what is to be expected.

Female schools.

26. The information submitted regarding these schools is meagre. The Chief Commissioner however acknowledges the difficulty under which you labour in respect of them from the absence of a qualified inspectress. You can make the necessity for her appointment the subject of a separate communication, which Mr. Davies will consider. In the meantime I am to remark that the increase from 24 schools with 436 to 31 schools with 653 pupils is satisfactory. No doubt these schools will improve when supplied with teachers from the Female Normal School, but that institution itself seems sadly in want of inspection; and, on the whole, this branch of the department, though decidedly promising, is not what the Chief Commissioner would like to see it. Mr. Davies concurs with Mr. Thomson, that it is not sufficient to condemn female schools to say that the people have evinced no desire for them. If they permit them it is as much as we can expect for a beginning.

Normal school.

27. This school turned out during the year 125 qualified teachers of village schools, and 19 qualified teachers for town schools. No class has yet been formed for teachers of the higher class schools, but four men from outside were admitted to examination, none of whom passed in all of the subjects. The Chief Commissioner is glad to hear so good an account of the working of this institution, and of its success in supplying qualified teachers for the schools in the province. He regards it as the back bone of the educational department. He concurs with you on the necessity for the erection of a proper school house with barracks for the students in some more healthy spot than that at present occupied by the school, and you are requested separately to address me on the subject.

Private aided schools.

28. The number of these schools has fallen from 73 to 72, but the total number on the rolls, and the average number on the rolls, and average attendance has increased. The latter is 80 per cent to 76 in 1867-68. The same principle of classification obtains here as in the Government schools, and the result is that Balrampúr school is classed in the higher rank, and the two main missionary schools in Lucknow in the lower one. The total amount of grants-in-aid sanctioned during the year was Rs. 54,908, of which Rs. 53,626 was drawn. In addition, building grants-in-aid were sanctioned to the amount of Rs. 6,133, all of which was drawn. The amount expended from private sources was Rs. 53,422.

Canning College

29. The Canning College maintains its high character. Its numbers have increased in all departments, and the attendance has improved as much as five per cent, being now 87 per cent for the whole institution. I am to remark that it would be advantageous if your reports gave in future the statistics of the private schools in numbers, attendance, fees, cost, and classes, in the same form as is given for the Government ones. That the college should have passed its three first candidates for the first arts examination is very creditable to Mr. Boycott, the Principal.

30. The result of the university entrance examination is also very creditable to the college. Out of 20 candidates 16 passed, only one of whom was placed in the third division. The institution is now beginning to hold its own with the older educational establishments of the country, and the Chief Commissioner trusts that the position it has asserted will be maintained and improved. The Chief Commissioner concurs with you that it is a waste of labour to form honor classes in all existing colleges, and that what we should aim at in the Canning College is to provide the means of passing candidates for the B. A. degree.

31. Mr. Davies also concurs with you in the necessity for taking some steps to form preparatory schools to relieve the college of its lower classes. You do not, however, state from what sources the proposed schools are to be maintained, and, as you speak of the committee devoting a much larger portion of their funds to the college department, the means must be met by either increasing the college resources or from some other quarter. I am to suggest your putting yourself in communication with the committee and the Principal on the subject, and submitting for the Chief Commissioner's consideration a comprehensive report embracing all details.

32. The Chief Commissioner trusts that next year you will be able to give a better account of the Balrampúr school. He hopes that the new head master whom the Máhárájah has brought from Calcutta, may prove competent and be induced to stay.

Middle class schools.

33. The schools of the American and Church Missionary Societies in Lucknow, maintain their usefulness. The increase in the fees of the American schools is very satisfactory, but the Chief Commissioner regrets to find that the Huseinabád school is falling off in numbers. He is, however, satisfied with the management and hopes for better things in future. The same difficulty in maintaining their numbers appears to beset the Church Missionary Society also. The reason is probably what you state, that the people take their boys away, and that those who are determined to stay prefer the Canning College. The report on the Roy Bareilly Mission school is on the whole favourable, though the scheme seems rather ambitious for the means: that of the Khyrabád school, is not so favourable. The Chief Commissioner quite concurs in your suggestion that both these schools should be made feeders to the Huseinabád school.

34. The Chief Commissioner regrets to find such a bad account given by Mr. Thomson of the Rájah of Kapúrthalla's school at Akauna. He observes you have given it a six months longer trial at the request of the Deputy Commissioner, but you are quite right to withdraw the grant-in-aid if the school is not kept up to the mark. The schools under the management of the district committees appear to be getting on well, though you speak rather doubtfully of Mahona. Mr. Davies is much pleased to observe that the evening school at Lucknow is continuing to do so much good, and the pupils to make so much progress. He is not surprised to hear that the numbers have been somewhat thinned by the want of perseverance in those who joined rather for the novelty of the thing.

Lower class schools.

35. The number of schools of this class has increased from 33 to 35; of these 14 receive no Government aid. Of the schools 14 are supported by private persons: 10 of these belong to the Máhárájah of Balrampúr, and being remotely situated, and there being as yet no Deputy Inspector in Gondah, you do not know much about them. Nawáb Nawázish Alí Khán's two schools are not favourably reported on, but as he has consented to appoint masters selected by the department it is to be hoped they will improve. Jamadár Bishnáth's school does him much credit, and the Chief Commissioner is glad to hear such a good account of it. He also acknowledges the public spirit of Mírza Abbás Beg in opening a school in his estate, and the good sense he has shown in making the management of it over to you.

36. The schools managed by the committees appear all to be flourishing except Mádhoganj. The Chief Commissioner regrets the account you give of the disinclination of the banniah class to learn, but he concurs with you that, until they consent to allow their children to learn the regular course, it is wasting Government money to give them anything.

Female schools.

37. There has been a slight falling off in the number of pupils at these schools, the numbers being 308 to 313 of the previous year. The falling off is in the Lucknow Girls' School, for the daughters of Europeans and Eurasians, and in the American Mission school. As the girls' school is soon to become a branch of the Martiniere, the Chief Commissioner will make no remarks upon it. Mr. Messmore, the American missionary, explains that there is much trouble with the teachers, that they have endeavoured to introduce better discipline among them, and they resent it. Their consequent dismissal appears to be followed by that of the girls who have joined the school through their influence. This is much to be regretted, and the Chief Commissioner would suggest to the heads of the mission to get their pupils upon sounder principles. He trusts that the progress of the normal school may supply the want of teachers, but, at every turn of this female school question, the want of a thoroughly qualified inspectress is felt. The experiment of the ragged school is interesting. The accounts of the Church Mission school at Lucknow and Fyzabad, and of the American Mission school at Roy Bareilly are promising.

Scholarships.

38. The subject of scholarships is one well worthy the attention of educational committees. The total number granted during the year was 92, at a monthly charge of Rs. 480, of which Rs. 25 was contributed by the Gondah scholarship fund. The principles upon which they should be granted have been indicated in para. 114 of your report, and it appears to the Chief Commissioner that there is no way in which a native gentleman desirous of doing something for the cause could do so more satisfactorily than in endowing a school in his neighbourhood with one or two scholarships to some superior institution. This can be done at a smaller cost than establishing a school, and might equally be associated with his name, a consideration which weighs greatly with them. An effort might be made to induce some of the wealthier gentlemen of

Lucknow or talukdárs of the province to do something in this way for the endowment of the Canning College with scholarships for those who pass the university entrance examination and desire academical honours. In the opinion of Mr. Davies this is rather a matter for private beneficence than for Government aid, and the attention of Commissioners will be directed to these remarks.

Government employment.

39. Employment in the public service will naturally be the reward for acquiring a good education; but the Chief Commissioner does not wish that the students in our upper schools should be led to expect it as a matter of course. There are careers opening out to such youths in every direction; and the spectacle of a lad getting on by his own exertions, and carving out for himself success, exhibits the advantages of education in a far greater degree than that of one getting on under the patronage of public officers. In this view Mr. Davies is glad to observe that of the ten senior students who left the Canning College only two sought Government employment.

English language.

40. The Chief Commissioner concurs in your estimate of English and vernacular education, and of the present greater necessity of the latter. He would look mainly now to private effort to improve the English department of the schools. I am to remark that you have not noticed in your present report the suggestion put forward in para. 42 of the Chief Commissioner's review of your report of last year, that the fees for English education should be separated from the fees for vernacular education, and should be charged at a higher rate.

Books &c.

41. The sale of vernacular books has increased during the year. The necessity for supplying the schools with books, both on account of the teachers and the scholars, is quite apparent, and the Chief Commissioner is very glad to hear that three new monthly papers of an educational character have been started within the year. The establishment of good libraries in connection with the zillah schools, and of a district vernacular library for the benefit of vernacular teachers, is a very promising idea. Mr. Davies would however like to see it extended so as to enable the boys as well as the teachers to read, and he thinks that the establishment of vernacular libraries may be considered in connection with the town schools in the first instance, and with the village schools eventually. The agency in this work, undoubtedly, should be the educational committees, who, by a little exertion might easily get donations of books or of small sums for the purchase of them.

42. A beginning has also been made to establish a free public library at Lucknow, and 718 volumes have been collected. The management of it has for the present been made over to the literary club, mentioned in para. 44 of last year's review, and it is already frequented, the club allowing persons resorting to the library the use of their own newspapers, which is a great additional attraction. The Chief Commissioner hopes that this is the commencement of a free public library which shall be worthy of the city of Lucknow.

Municipal assistance.

43. In para. 44 of your report you allude to the want of assistance towards education from the municipalities in the province, and especially from Lucknow. The Chief Commissioner is afraid that much assistance cannot be looked for from this quarter for some years to come. The municipalities have much work before them with but limited means, and promoting education is not one of the special ends for which they were founded. No doubt municipal committees can further the cause of education in many ways besides direct contribution of money, and in this way assistance may be looked for; but Mr. Davies would caution you not to build on any hopes of getting material pecuniary assistance from the municipalities of the province.

Conclusion.

44. In conclusion, I am to convey to you the thanks of the Chief Commissioner for the thorough control you have exercised over the department under your charge, and for the able and complete report you have given of its operations, the only improvement in which the Chief Commissioner can suggest is that alluded to in para. 29 of this review.

Mr. Thomson has maintained his high character as an Inspector, and his intelligent estimate of his teachers and pupils has been read with much interest by Mr. Davies.

The Junior Inspector, Múnshí Durgá Parshád, is entitled to commendation for his diligence and hard work.

Bábú Rámchandrá Sen, the head master of the normal school, is a valuable officer, and the favourable reports given of the teachers turned out by him are much to his credit.

The Chief Commissioner desires to acknowledge the services of the other officers mentioned by you.

Mr. Davies also desires to acknowledge the services to the cause of education of those talukdárs and native gentlemen who have themselves supported schools throughout the province. He would particularly mention the good spirit displayed by the young Rájah of Bhinga, mentioned in para. 96 of your report, and he desires to acknowledge the assistance given by Mahomed Alí Khán, Inspector of Police in the Fyzabad district, mentioned by Mr. Thomson, in para. 41 of your report, in his account of the town school at Tándah.

45. The year has been one of progress and of promise for the future. The Chief Commissioner is particularly pleased to see the improvement in the attendance, to the falling off of which last year he called your attention, and he congratulates you on the work of education that has been done in this province in the course of the last five years.

I have the honour to be,

Sir,

Your most obedient servant,

I. F. MACANDREW,

Secy. to the Chief Commissioner

APPENDIX A.

APPENDIX A.

TABLE II.—Government Schools of the higher class (superior zillah schools) in the Province of Oudh, for the year 1868-69.

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year				Average daily attendance during the year	Average number of pupils on rolls during the year	Number of pupils studying in each language at the close of the year						Monthly rate of schooling fee.	Receipts.									Charges.					Annual cost of educating each pupil.	
			Hindoos	Mahomedans	Others	Total			English	Urdoo	Hindee	Persian	Sanskrit	Arabic		From Government	Proceeds of endowment	Local rate of assessment	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books	Other sources	Total	Current	Extraordinary	Total	Excess of receipts over charges	Excess of charges over receipts	Total cost	Cost to Government
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Fyzabad School	Fyzabad,	1st Octr. 1860.	281	124	1	406	347	425	236	399	190	107	0	0	1 anna to Rs. 6	9008 8 4	0	0	540 0 0	987 6 3	0	6 0 0	10541 14 7	9851 4 4	690 10 3	10541 14 7	0	0	24 12 10	21 3 1
Oonao School	Oonao.	1st March 1861.	145	27	0	172	147	174	109	155	122	76	0	0	1 anna to Rs. 3	4476 4 6	0	0	569 15 0	437 11 0	0	0	5483 14 6	5483 14 6	0	5483 14 6	0	0	31 8 4	25 11 7
Total ...	Two schools	...	426	151	1	578	494	599	375	554	312	183	0	0	1 anna to Rs 6	13484 12 10	0	0	1109 15 0	1425 1 3	0	6 0 0	16025 13 1	15335 2 10	690 10 3	16025 13 1	0	0	26 12 4	22 8 2

LUCKNOW,
OFFICE OF DIRECTOR OF P. I. OUDH.
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX

TABLE II A.—Government Schools of the middle class (inferior zillah

Province of Oudh

	Locality.		When established	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year						Monthly rate of schooling fees.	From Government.
	Zillah.	Tahsil.		Hindoos.	Mahomedans	Others.	Total.			English.	Urdu.	Hindee.	Persian.	Sanscrit.	Arabic.		
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
Inferior Zillah Schools.	Gondah School,	...	Augt. '59	169	78	5	252	179	201	116	252	113	100	...	...	2 annas to Rs. 2	3578 12 3
	Roy Bareilly do.,	...	Decr. '67	166	77	3	246	214	265	155	244	94	131	...	.	Ditto,	4527 6 0
	Sultanpoor do.,	...	1861	163	49	.	212	156	188	130	148	95	98	...	...	Ditto,	3947 10 4
	Pertabgurh do.,	..	12th Mar. '60	131	59	.	190	129	160	125	180	165	30		...	2 annas to Rs. 5	3397 9 3
	Hurdui do, ...	...	14th July '62	138	16	..	154	120	139	100	132	118	.	...	...	Ditto,	3604 9 0
	Seetapoor do., ...	..	18th Octr. '59	129	85	1	215	187	207	122	192	79	113	9	...	2 annas to Rs. 3	4521 9 8
	Luckimpoor do.,	...	1st May '61	109	21		130	96	116	83	126	46	32	...	...	2 annas to Rs. 5	3267 1 1
	Barabunkee do.,		1st Mar. '61	201	24		225	179	212	90	190	35	40	...	.	Ditto,	3647 6 4
	Baraich do., ...	...	April '68	75	6	1	82	77	110	53	82	55	27	..	...	2 annas to Rs. 4	4772 13 2
	Total 9 Schools,	..	...	1281	415	10	1706	1337	1598	974	1546	800	571	9	..	2 annas to Rs. 5	35264 13 1

...	...	42 0 0	91 0 0	...	...	1471 0 0	1471 0 0	...	1471 0 0	...	...	17 11 6	16 1 11
...	...	480 0 0	135 12 3	...	65 1 5	1656 13 8	1656 13 8	...	1656 13 8	...	...	11 1 11	6 10 3
...	...	42 0 0	101 12 6	...	...	1428 12 6	1421 12 6	7 0 0	1428 12 6	...	...	17 2 10	15 13 9
...	...	667 0 6	114 12 0	...	...	1369 12 6	1369 12 6	...	1369 12 6	...	...	11 2 2	4 12 5
...	94 10 9	60 0 0	138 15 0	...	...	1733 9 9	1733 9 9	...	1733 9 9	...	...	14 11 6	12 3 3
...	21 0 0	480 0 0	93 4 2	...	...	1498 4 2	1398 4 2	100 0 0	1498 4 2	...	...	14 6 6	8 11 0
...	...	200 0 0	83 9 3	...	...	917 11 7	872 10 1	45 1 6	917 11 7	...	...	12 9 1	8 10 11
...	120 0 0	360 0 0	152 10 0	...	...	2253 4 3	2253 4 3	...	2253 4 3	...	...	12 5 0	8 13 8
...	...	34 0 0	41 15 6	...	...	1229 4 7	1226 4 7	3 4 0	1229 14 7	...	...	18 3 3	17 3 6
...	...	36 0 0	93 6 6	...	...	1381 2 9	1372 2 9	9 0 0	1381 2 9	...	...	13 2 5	11 14 8
...	...	640 0 0	74 2 6	...	46 8 0	1229 10 6	1229 10 6	...	1229 10 6	...	...	14 7 5	5 8 3
...	192 0 0	...	119 3 6	...	...	1799 11 6	1707 3 6	92 8 0	1799 11 6	...	...	11 12 2	9 11 7
...	...	120 0 0	186 10 0	...	19 0 9	3059 12 2	2657 7 2	402 5 0	3059 12 2	...	...	15 7 2	14 1 5
...	180 0 0	670 14 4	172 5 0	...	50 0 0	2382 6 5	2334 1 7	48 4 10	2382 6 5	...	...	19 0 7	10 7 6
...	165 8 0	779 8 0	156 13 6	...	...	2365 1 5	2354 11 5	10 6 0	2365 1 5	...	...	13 11 4	7 5 6
...	...	545 12 0	45 10 0	...	...	1149 15 9	1027 4 11	122 10 10	1149 15 9	...	...	17 6 9	8 7 5
...	...	22 0 0	144 7 0	...	...	1649 12 0	1533 8 0	116 4 0	1649 12 0	...	...	13 1 6	11 12 4
...	...	...	46 8 0	...	...	933 9 4	928 5 4	5 4 0	933 9 4	...	...	13 14 10	13 3 10
...	...	...	49 13 9	...	...	999 13 9	999 13 9	...	999 13 9	...	...	17 8 7	16 10 8
...	773 2 9	5179 2 10	2042 10 5	...	166 10 2	30510 2 7	29547 12 5	962 6 2	30510 2 7	...	...	13 15 0	10 3 4

Vernacular Town Schools.	Baraich, ...	Nanparah,	15th Apr. '64	48	28	...	76	74	91	...	76	76	11	...	...	1 anna to 8 annas,	447	2 0
	Fyzabad, ...	Nagpoor Jelalpoor, ...	1st July '64	39	57	...	96	64	80	...	71	34	22	...	...	1 do. to 4 do.,	570	0 0
	Oonao, ...	Chamrowlee,	1st Mar. '61	134	8	...	142	84	105	...	93	113	18	2	...	1 do. to 8 do.,	552	0 0
	Ditto, ...	Suffeepoor,	1861	70	64	...	134	95	129	...	123	22	23	...	2	1 do. to 4 do.,	783	8 1
	Roy Bareilly, ...	Dalmow, ...	1st Aug. '64	70	6	...	76	47	64	2	25	51	4	...	...	1 do. to 2 do.,	504	0 0
	Ditto, ...	Behar, ...	Ditto	99	1	...	100	81	106	...	100	17	34	...	...	1 do. to 8 do.,	563	6 0
	Sultanpoor, ...	Jugdeespoor,	8th Jany. '65	39	30	...	69	68	71	...	69	20	10	...	...	Ditto,	591	14 2
	Pertabgurh, ...	Puttee, ...	15th Nov. '64	64	10	...	74	59	68	...	63	43	16	...	...	Ditto,	583	9 6
	Ditto, ...	Behar, ...	1st Jany. '65	64	16	...	80	57	70	...	73	37	28	...	...	1 do. to 4 do.,	456	9 6
	Seetapoor, ...	Misrick, ...	1st Feby, '62	85	3	...	88	73	89	...	33	82	11	9	...	1 do. to 8 do.,	567	12 0
	Ditto, ...	Baree, ...	22nd Mar. '62	20	70	...	90	67	79	...	82	8	35	...	...	Ditto,	552	0 0
	Lucknow, ...	Mulliabad,	1st July '64	152	139	...	291	227	300	...	224	36	116	...	...	Ditto,	788	11 0
	Ditto, ...	Koorsee, ...	1861	25	109	...	134	99	127	...	134	...	134	...	...	Ditto,	524	11 0
	Ditto, ...	Amethee, ...	1st Octr. '64	46	88	...	134	89	98	...	103	28	69	5	...	1 anna,	633	5 0
	Ditto, ...	Lucknow Model School,	15th July '65	60	45	...	105	70	103	...	100	...	100	...	...	Ditto,	330	0 0
	Oonao, ...	Moradabad,	1st Septr. '68	88	5	...	93	75	89	...	57	93	16	...	...	Ditto,	47	14 0
	Ditto, ...	Morawan, ...	Ditto	83	24	...	107	78	101	...	27	83	7	...	...	1 anna to 8 annas,	45	2 6
	Ditto, ...	Bether, ...	Ditto	63	7	..	70	64	83	...	17	60	3	...	...	Ditto,	45	0 0
	Ditto, ...	Bangermow,	1st Septr. '65	66	10	...	76	62	68	...	24	52	...	...	...	1 anna to 2 annas,	279	12 0
	Hurdui, ...	Bawan, ...	1st Sep. '68	110	7	...	117	99	113	...	40	77	4	...	...	1 anna,	45	0 0
	Total, ...	20 Schools,	...	1425	727	...	2152	1632	2034	2	1536	932	661	16	2	1 anna to 8 annas,	8911	4 9
	Grand Total, ...	48 Schools,	...	4243	1769	10	6022	4744	5781	2093	4961	2973	1679	28	2	1 anna to Rs. 5	66524	10 3

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18*th June* 1869.

...	...	207 15 10	533 8 3	...	...	4320 4 4	4281 8 1	38 12 3	4320 4 4	...	...	21 7 10	17 12 10
...	...	433 0 0	564 6 6	...	...	5524 12 6	5388 11 0	136 1 6	5524 12 6	...	...	20 13 7	17 1 4
...	...	64 0 0	510 0 0	...	1 8 0	4523 2 4	4445 6 4	77 12 0	4523 2 4	...	...	24 2 3	20 15 5
...	...	194 6 6	590 4 0	...	...	4182 3 9	4182 3 9	...	4182 3 9	...	...	26 2 2	21 3 9
...	...	89 8 8	410 0 0	...	...	4104 1 8	4009 8 8	94 9 0	4104 1 8	...	...	29 8 4	25 14 10
...	214 8 0	300 0 0	681 3 0	...	...	5717 4 8	5562 8 9	154 11 11	5717 4 8	...	...	27 9 11	21 13 6
...	...	127 0 0	215 13 0	...	...	3609 14 1	3609 14 1	...	3609 14 1	...	...	31 1 11	28 2 7
...	264 0 0	174 3 1	461 11 0	...	...	4547 4 5	4388 1 8	159 2 9	4547 4 5	...	...	21 7 2	17 3 3
...	...	...	269 11 0	..	...	5042 8 2	4955 8 2	87 0 0	5042 8 2	...	...	45 13 5	43 6 2
...	478 8 0	1590 2 1	4236 8 9	...	1 8 0	41571 7 11	40823 6 6	748 1 5	41571 7 11	...	...	26 0 2	22 1 1

Anglo-Vernacular Town Schools.	Fyzabad School,	Akberpoor,	1st June '64	65	18	...	83	70	83	55	72	68	16	...	...	1 anna to 4 annas,	1338	0	0
	Do. do.,	Tandah, ...	7th Mar. '60	133	27	...	160	126	149	60	113	131	21	...	...	1 anna to Rs. 2	990	0	0
	Gondah do.,	Atrowla, ...	1st May '64	52	43	...	95	76	81	66	95	...	21	...	...	1 anna to Re. 1	1285	0	0
	Do. do.,	Nawabgunj,	13th Oct. '65	113	17	...	130	95	123	38	94	123	11	...	...	1 anna to 8 annas,	588	0	0
	Barabunkee do.,	Durriabad,	26th Apr. '61	79	30	...	109	91	118	46	109	71	38	...	...	1 anna to Rs. 2	1440	0	0
	Do. do.,	Rudowlee,...	1861	49	46	...	95	89	104	50	95	...	25	...	...	1 anna to 4 annas,	904	0	0
	Do. do.,	Ramnuggur,	1st Apr. '61	65	5	...	70	57	73	36	70	20	20	...	...	1 anna to 8 annas,	634	2	4
	Oonao do.,	Poorwah, ...	May '62	160	19	...	179	138	183	64	129	50	57	...	...	1 anna to Re. 1	1620	10	3
	Roy Bareilly do.,	Hydergurh,	1st Apr. '64	71	1	...	72	53	67	54	70	63	16	...	...	1 anna to 4 annas,	1153	15	1
	Sultanpoor do.,	Jais, ...	13th Jan. '60	43	65	...	108	91	105	76	108	...	27	...	...	1 anna to Rs 2	1251	12	3
	Do. do.,	Inhonah, ...	Not known,	58	17	...	75	68	85	53	60	30	15	1	...	1 anna to Rs. 1	469	0	0
	Seetapoor do.,	Biswah, ...	15th Feb. '62	144	21	...	165	124	153	65	120	124	20	...	...	Ditto,	1488	8	0
	Hurdui do.,	Shahabad, ...	1st Oct. '60	123	51	...	174	157	194	102	174	145	25	...	...	1 anna to Rs. 5	2734	1	5
	Do. do.,	Bilgram, ...	15th Oct. '60	60	69	...	129	109	125	81	129	...	62	...	...	1 anna to Re. 1	1309	3	1
	Do, do.,	Sandilah, ...	Feb. '62	84	87	...	171	151	172	85	157	113	63	...	...	Ditto,	1263	3	11
	Kheree do.,	Golah, ...	1st Jan. '62	55	11	...	66	55	66	37	66	58	12	...	...	Ditto,	558	9	9
	Do. do.,	Mahomdee,	1st Jan. '61	76	41	...	117	113	126	69	117	108	19	2	...	1 anna to Rs. 2	1483	5	0
	Baraich do.,	Colonelgunj,	June '64	78	22	...	100	67	85	42	40	76	7	...	...	Ditto,	887	1	4
	Pertabgurh do,	Salone, ...	1st Oct. '64	29	37	...	66	45	57	38	61	61	12	...	...	1 anna to 8 annas,	950	0	0
	Total, ...	19 Schools,	...	1537	627	...	2164	1775	2149	1117	1879	1241	447	3	...	1 anna to Rs. 5	22348	8	5

A.

schools, Anglo-vernacular town, and vernacular town schools) in the
for the year 1868-69.

Receipts.							Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil	
Proceeds of endowment	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books	Other sources	Total.	Current.	Extraordinary	Total.			Total cost.	Cost to Government
12	13	14	15	16	17	18	19	20	21	22	23	24	25
.	..	58 1 0	59 15 0		2 4 0	567 6 0	555 14 0	11 8 0	567 6 0	..	...	6 4 0	4 14 0
...			60 4 6		7 7 0	637 11 6	637 11 6	...	637 11 0	..	...	7 15 6	7 2 0
..	...	...	41 14 0		..	593 14 0	593 14 0	...	593 14 0	...	.	5 7 5	5 4 0
...	...	10 0 0	26 6 6		..	819 14 7	780 7 1	39 7 6	819 14 7		..	6 5 8	6 1 2
	29 1 9	...	27 7 0	..	...	560 8 9	560 8 9	...	560 8 9	...	.	8 12 1	7 14 0
...		.	67 6 2		...	630 12 2	630 12 2	...	630 12 2	...	...	5 15 2	5 5 0
...		.	46 2 3		...	638 0 5	583 6 11	54 9 6	638 0 5	...		8 15 9	8 5 5
		...	36 11 0	...	..	620 4 6	595 11 0	24 9 6	620 4 6	...		9 1 11	8 9 4
.	...		24 10 6		9 7 9	490 11 9	466 2 3	24 9 6	490 11 9	...		7 0 2	6 8 4
	37 0 0	...	33 13 6		..	638 9 6	544 13 6	93 12 0	638 9 6		...	7 2 9	6 6 0
...	7 13 9	...	38 0 6			597 14 3	549 14 3	48 0 0	597 14 3	...	...	7 9 1	6 15 9
	210 8 0	137 8 0	113 8 0	...	108 0 0	1458 3 0	1352 0 0	106 3 0	1458 3 0		...	4 13 9	2 10 1
	98 0 0	26 9 0	52 0 0		.	700 11 0	686 0 0	14 11 0	700 11 0			5 8 3	4 2 1
...	19 0 0	22 0 0	20 12 0			695 1 0	599 12 0	95 5 0	695 1 0	...	...	7 1 6	6 7 5
	348 4 0	3 12 0	25 11 6		304 2 0	1011 13 6	1007 13 6	4 0 0	1011 13 6			9 13 2	3 3 3
...	108 10 3	47 14 0	15 3 6		..	219 9 9	201 6 3	15 8 6	219 9 9	...		2 7 6	0 8 7
...	89 4 10	45 2 6	10 14 0		...	190 7 10	179 9 10	10 14 0	190 7 10			1 14 1	0 7 1
	54 14 2	45 0 0	8 12 0	...		153 10 2	144 14 2	8 12 0	153 10 2			1 13 7	0 8 8
	80 0 0	279 12 0	31 5 0		.	670 13 0	639 8 0	31 5 0	670 13 0			9 13 10	4 1 9
	147 8 0	45 0 0	27 12 0		...	265 4 0	237 8 0	27 12 0	265 4 0			2 5 6	0 6 4
...	1330 0 9	720 1 6	768 8 11		431 4 9	12161 4 8	11550 11 2	610 9 6	12161 4 8		.	5 15 7	4 6 1
...	2581 11 6	7489 6 5	7047 12 1		599 6 11	84242 15 2	81921 14 1	2321 1 1	84242 15 2			14 9 1	11 8 1

W HANDFORD
Director of Public Instruction, Oudh.

APPENDIX

TABLE III.—Government Schools of the lower class (vil

Names of Institutions.	District.	Number of schools.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
				Hindoos.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindee.	Persian.	Sanscrit.	Arabic.	
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
VILLAGE SCHOOLS.	Lucknow, ...	49	1866, 1867 & 1868	1487	480	...	1967	1321	1702	...	982	892	255	...	.	3 pie to 4 annas
	Barabunkee, ...	54	1866, 1867 & 1868	1391	585	...	1976	1516	1927	...	1144	816	290	.	.	3 pie to 4 annas
	Oonao, ...	64	July 1866-67 & 1868	2308	238	1	2547	1922	2404	...	1165	1351	152			3 pie to 2 annas
	Seetapoor, ...	35	1867 and 1868	889	291	29	1209	831	1031	...	571	561	95	.	.	3 pie to 8 annas
	Hurdui, ...	63	1867 and 1868	2116	183	...	2299	1805	2180	...	522	1807	70	.		3 pie to 4 annas
	Kheree, ...	1	14th Septr. 1867	55	7	...	62	52	63	...	7	55	...	..	..	3 pie to 2 annas
	Fyzabad, ...	48	1866, 1867 & 1868	1324	332	6	1662	970	1380	...	672	839	115			6 pies to 2 annas
	Gondah, ...	3	August 1867, 1868	78	2	...	80	36	54	...	46	36	..		.	Nil.
	Baraich, ...	7	Oct. '68 & Feb. '69	128	62	...	190	119	150	...	153	43	.			6 pies to 1 rupee
	Roy Bareilly, ...	61	Sepr. '66-67 & 1868	2217	206	..	2423	1844	2256	...	1224	1141	173	.		6 pies to 4 annas
	Sultanpoor, ...	45	1866, 1867 & 1868	1440	312	...	1752	1173	1480	...	1086	648	159	.		6 pies to 2 annas
	Pertabgurh, ...	53	1866, 1867 & 1868	1478	613	3	2094	1321	1686	...	1195	913	149			.
	TOTAL, ...	483	...	14911	3311	39	18261	12910	16313	...	8767	9102	1458	.	.	3 pie to 1 rupee

LUCKNOW:
OFFICE OF DIRECTOR OF P. I OUDH.
The 18th June 1869.

A.

lage schools) in the Province of Oudh for the year 1868-69.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions donations &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
		Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.		
...	...	5089 9 6	...	451 0 0	...	...	5540 9 6	4826 3 6	714 6 0	5540 9 6	...	...	3 4 1	...	
...	...	5295 15 0	...	431 3 0	...	...	5727 2 0	5657 15 0	69 3 0	5727 2 0	...	...	2 15 6	...	
...	...	6833 4 1	...	648 10 6	...	...	7481 14 7	6940 6 7	541 8 0	7481 14 7	...	...	3 1 9	...	
...	...	2720 1 1	...	317 5 0	...	...	3037 6 1	2875 7 1	161 15 0	3037 6 1	...	...	2 15 2	...	
...	...	4525 8 8	...	476 6 3	...	...	5001 14 11	5001 14 11	0 0 0	5001 14 11	...	...	2 4 9	...	
...	...	163 8 0	...	22 10 9	...	...	186 2 9	186 2 9	0 0 0	186 2 9	...	...	2 15 3	...	
...	...	3779 7 7	...	305 13 6	...	...	4085 5 1	4035 1 1	50 4 0	4085 5 1	...	...	2 7 4	...	
...	...	146 1 6	...	0 0 0	...	...	146 1 6	146 1 6	0 0 0	146 1 6	...	...	2 11 3	...	
...	...	256 5 0	...	88 2 0	...	...	344 7 0	325 7 9	18 15 3	344 7 0	...	...	2 4 8	...	
...	...	6191 13 9	...	607 5 3	...	...	6799 3 0	6108 14 9	690 4 3	6799 3 0	...	...	3 3 0	...	
...	...	4089 9 6	...	215 14 6	...	...	4305 8 0	4109 3 9	196 4 3	4305 8 0	...	...	2 14 6	...	
...	...	4092 9 7	...	313 0 9	...	...	4405 10 4	4092 9 7	313 0 9	4405 10 4	...	...	2 9 9	...	
...	...	43183 13 3	...	3877 7 6	...	...	47061 4 9	44305 8 3	2755 12 6	47061 4 9	...	...	2 14 1	...	

W. HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX

TABLE III A.—Government Female Schools

Names of institutions.	Locality	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year	Average number of pupils on the rolls during the year	Number of pupils studying in each language at the end of the year.						Monthly rate of Schooling fee.
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8 *a*	9	9 *a.*	9 *b.*	9 *c.*	9 *d.*	9 *e.*	10
Model School, ...	Lucknow city,...	17th Augt. 1868,	...	19	...	19	15	16	...	19	...	...	...	...	*Nil.*
Raja Ka Bazar,...	Ditto, ...	21st May 1867,	...	23	...	23	17	23	...	23	...	...	...	...	"
Chowk, ...	Ditto, ...	17th do.	...	24	...	24	18	24	...	24	...	...	...	...	"
Patanalah, ...	Ditto, ...	25th April 1867,	...	24	...	24	17	22	...	24	...	...	...	...	"
Newaz Gunge,...	Ditto, ...	23rd do.	...	24	...	24	18	23	...	24	...	...	...	...	"
Mukbúl Gunge, ...	Ditto, ...	Octr. 1867,	18	3	...	21	17	23	...	...	21	...	...	...	"
Futteh Gunge,...	Ditto, ...	14th Febry. 1867,	16	1	...	17	12	16	...	...	17	...	...	...	"
Rat Hawelie, ...	Fyzabad, ...	9th April 1867,	...	55	...	55	44	55	...	55	...	...	...	..	"
Tehree Bazar,...	Ditto, ...	7th Septr. 1867													
Bahadoorpoor,...	Sultanpoor,...	August 1867,	6	116	...	122	85	115	...	122	...	...	...	...	"
Amhut, ...															
Sultanpoor, ...															
Dihma, ...															
Piyareputty, ...															
Bhulki, ...															
Shahabad, ...	Shahabad, ...	11th Febry. 1867,	...	...	...	...	...	...	...	...	...	...	...	...	"
Hydergurh, ...	Hydergurh, ...	May 1866,	...	...	...	...	...	...	...	..	...	...	...	...	"
Rusowlee, ...	Zh. Barabunkee,	Jany. 1868,	...	8	...	8	8	9	...	8	...	...	...	...	"
Burrowlee, ...	Ditto, ...	Ditto,	...	9	...	9	7	9	...	9	...	...	...	...	"
Tikra, ...	Ditto, ...	Ditto,	...	14	...	14	12	13	...	14	...	...	...	...	"
Namamow, ...	Ditto, ...	Feby. 1868,	...	8	...	8	9	10	...	8	...	...	...	...	"
Mulliabad	Mulliabad, ...	Decr. 1867,	..	46	...	46	30	40	...	46	..	3	...	...	"
Koorsee, ...	Koorsee, ...	Ditto,	...	15	...	15	10	11	...	15	...	...	...	...	"
Kakoree, ...	Kakoree, ...	Ditto,	...	4	.	4	4	4	..	4	...	...	...	...	"
Goshayeengunge, ...	Goshayeengunge,	April, 1868,	36	...	..	36	13	21	...	...	36	...	...	...	"
Bakkas, ...	Bakkas, ...	Decr. 1868.	14	...	...	14	12	14	...	...	14	...	...	..	"
Runnoopoor, ...	Runnoopoor, ...	Ditto,	26	...	..	26	19	24	...	.	26	...	...	...	"
Khakee Sarai, ...	Khakee Sarai,...	Octr. 1868,	17	...	...	17	10	13	...	...	17	...	...	...	"
Mewrah, ...	Mewrah, ...	Octr. 1868,													
Pihanee, ...	Pihanee, ...	Ditto,													
Mujhiya, ...	Mujhiya, ...	Ditto,	127	...	...	127	90	100	...	...	127	...	...	...	"
Bakhuriya, ...	Bakhuriya, ...	21st Jany. 1869,													
Lehna, ...	Lehna, ...	26th Jany. 1869,													
TOTAL, ...	33 Schools, ..	...	260	393	..	653	467	585	...	395	258	3	...	.	"

LUCKNOW,
OFFICE OF DIRECTOR OF P. I. OUDH,
The 18th June 1869.

A.

in the Province of Oudh for the year 1868-69.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charge over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1355 15 9	...	...	...	...	...	...	1355 15 9	1355 15 9	...	1355 15 9	...	...	12 8 10	12 8 10	
487 0 0	...	...	...	...	...	...	487 0 0	487 0 0	...	487 0 0	...	...	12 7 9	12 7 9	
631 15 0	...	...	...	...	...	...	631 15 0	566 0 0	65 15 0	631 15 0	...	...	11 7 10	11 7 10	
458 11 6	...	...	...	...	...	...	458 11 6	436 11 6	22 0 0	458 11 6	...	...	3 15 1	3 15 1	
40 0 0	...	...	12 0 0	...	...	...	40 0 0	40 0 0	...	40 0 0	...	...	...	...	School closed during the year.
...	...	...	...	...	...	...	12 0 0	12 0 0	...	12 0 0	...	...	...	...	Ditto.
...	...	80 8 0	...	...	...	...	80 8 0	80 8 0	...	80 8 0	...	...			
...	...	68 8 0	...	...	...	...	68 8 0	68 8 0	...	68 8 0	...	...			
...	...	68 8 0	...	...	...	...	68 8 0	68 8 0	...	68 8 0	...	...	6 15 8	...	
...	...	68 8 0	...	...	...	...	68 8 0	68 8 0	...	68 8 0	...	...			
214 0 0	...	12 1 0	...	...	...	...	226 1 0	214 0 0	12 1 0	226 1 0	...	...	5 10 5	5 5 8	
...	...	48 0 0	...	...	...	...	48 0 0	43 0 0	5 0 0	48 0 0	...	...			
...	...	20 0 0	...	...	...	...	20 0 0	20 0 0	...	20 0 0	...	...			
...	...	43 8 0	...	...	...	...	43 8 0	43 8 0	...	43 8 0	...	...	2 8 9	...	
...	...	16 0 0	...	...	...	...	16 0 0	16 0 0	...	16 0 0	...	...			
...	...	41 0 0	...	...	...	...	41 0 0	36 0 0	5 0 0	41 0 0	...	...	2 3 10	...	
...	...	42 0 0	...	...	...	...	42 0 0	37 0 0	5 0 0	42 0 0	...	...			
...	...	113 13 11	...	...	...	...	113 13 11	113 13 11	...	113 13 11	...	...	1 2 2	...	
3,187 10 3	...	622 6 11	12 0 0	...	...	...	3822 1 2	3707 1 2	115 0 0	3822 1 2	...	...	6 8 6	5 5 5	

W. HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX

TABLE III B.—Government Jail Schools in

Names of Institutions.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdoo.	Hindee.	Persian.	Sanscrit.	Arabic.	
1	2	3	4	5	6	7	8	8 *a*	9	9 *a*	9 *b*	9 *c*	9 *d*	9 *e*	10
'ail School Lucknow,	Doorga Khera Lucknow,..	23rd September 1867,	56	20	..	76	63	78	..	16	60	..	..	..	Nil.
ail School Sultanpoor,	Sultanpoor Jail, ..	1868,	10	4	..	14	11	14	..	..	14	..	..	..	..
TOTAL, ..	2 Schools,..	..	66	24	..	90	74	92	..	16	74	..	..	..	Nil.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 18th June 1869.

A.

the Province of Oudh for the year 1868-69.

Receipts.								Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
..	..	..	..	..	..	360 0 0	360 0 0	360 0 0	..	360 0 0	..	..	4 9 10	..	
..	..	..	..	..	..	.. ..	.. ..	.. ..	..	.. ..	..	..	. ..	..	No expenditure: students taught by a prisoner.
..	..	..	..	..	..	360 0 0	360 0 0	360 0 0	..	360 0 0	..	..	3 14 7	..	

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX

TABLE IV.—Private Colleges and Collegiate Institutions in the Province

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdoo.	Hindee	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8 *a*	9	9*a*	9*b*	9*c*	9*d*	9*e*	10	11
Canning College, Lucknow,...	Lucknow,	January 1866.	16	7	1	24	14	16	24	...	...		16	8	1 Rupee to 10 Rupees,	5755 12 10
TOTAL,	...	..	16	7	1	24	14	16	24	...	...		16	8	1 Rupee to 10 Rupees,	5755 12 10

LUCKNOW:
OFFICE OF DIRECTOR OF P. I, OUDH.
The 18th June, 1869.

A.

of Oudh open to Government Inspection for 1868-69. (aided by Government.)

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extra ordinary.	Total.			Total cost.	Cost to Government.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	
4305 0 0	...	1697 3 0	3 0 0	...	...	11760 15 10	11760 15 10	...	11760 15 10	...	...	735 1 0	359 11 10	
4305 0 0	...	1697 3 0	3 0 0	...	...	11760 15 10	11760 15 10	...	11760 15 10	...	.	735 1 0	359 11 10	

W. HANDFORD

Director of Public Instruction, Oudh.

APPENDIX

TABLE V.—Private Schools of the higher class in the Province of Oudh

NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fees.
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdoo.	Hindee.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Canning College, ...	Ameenabad Lucknow city,	1st May 1864, ...	383	234	25	642	521	599	468	457	45	67	55	61	1 anna to 10 Rs.
Bulrampoor School,...	Bulrampoor, ...	1861, ...	144	25	7	176	128	164	125	125	50	15	31	...	1 anna,
TOTAL, ...	2 Schools, ...	...	527	259	32	818	649	763	593	582	95	82	86	61	1 anna to 10 Rs.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 18th June 1869.

A.

open to Government Inspection for the year 1868-69 (aided by Government.)

Receipts.								Charges					Annual cost of educating each pupil		
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions donations &c.	Fees, fines &c.	Sale of books.	Other sources.	Total	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
21141 0 0	23559 15 4	...	968 0 10	3694 15 3	...	...	49363 15 5	35399 1 1	2072 4 0	37471 5 1	11892 10 4	...	62 8 10	35 4 8	
1430 0 0	...	...	1387 7 0	42 9 0	...	...	2860 0 0	2817 7 0	42 9 0	2860 0 0	...	...	17 7 6	8 11 10	
22571 0 0	23559 15 4	...	2355 7 10	3737 8 3	...	...	52223 15 5	38216 8 1	2114 13 0	40331 5 1	11892 10 4	..	52 13 9	29 9 4	

W. HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX

TABLE V A.—Private Schools of the middle class in the Province of Oudh

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindoos.	Mahomedans	Others.	Total.			English.	Urdu.	Hindee	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
Ajoodhya School, ...	Ajoodhya, ...	1865	113	18	...	131	91	131	54	81	75	10	37	0	1 an. to 8 ans.	553 12 0
Zeidpoor, Do.	Zeidpoor, ...	20th Dec. 1864	22	38	...	60	56	64	34	60	0	60	0	0	1 an. to 8 ans.	480 0 0
Futtehpore, Do.	Futtehpore, ...	1st Jan. 1865	72	24	...	96	78	84	78	96	88	30	0	0	1 an. to 8 ans.	480 0 0
Sandee, Do.	Sandee, ...	1st Jan. 1865	67	43	...	110	75	81	23	67	41	0	0	0	6 pie to 4 ans.	420 0 0
Mallawan, Do.	Mallawan, ...	1st Jan. 1865	128	28	...	156	112	143	56	25	49	26	0	0	6 pie to 8 ans.	420 0 0
Khyrabad Mission School	Khyrabad, ...	20th Jan. 1862	76	21	...	97	59	87	30	50	50	8	10	2	1 an. to 6 ans.	600 0 0
Muchhretta Do.	Muchhretta,	1st March 1865	57	47	...	104	85	101	32	75	55	34	10	6	1 an. to 1 r.	504 0 0
Dostpore, Do.	Dostpore, ...	1st Jan. 1866	26	23	...	49	38	49	18	45	2	40	0	0	1 an. to 1 r.	240 0 0
Saudutgunge, Do.	Saudatgunge,	1865	51	14	2	67	49	64	55	47	34	16	0	0	1 an. to 4 ans.	300 0 0
Sudder Bazar,...	Sudder Bazar Lucknow,	June 1866	77	18	22	117	74	104	104	50	56	11	0	0	1 an. to 8 ans.	480 0 0
Hossaingunge,...	Hossaingunge	1866	45	8	...	53	47	66	28	11	19	33	8	0	1 an. to 4 ans.	280 0 0
Cashmere Mohalla, American Mission School ...	Cashmere Mohalla,	1867	45	36	...	81	61	84	53	49	1	69	2	5	1 an. to 10 ans	340 0 0
Ranee Kuttra Do.	Ranee Kuttra,	1867	69	14	...	83	64	75	39	41	26	18	0	0	1 an. to 2 ans.	590 15 6
Nakhas-ka-Pul, Do.	Nakhas-ka-Pul, ...	1867	63	21	...	84	69	107	35	55	29	31	0	0	6 pie to 3 ans.	590 15 6
Victoria Street, Do.	Victoria Street	1867	80	22	...	102	67	89	45	61	23	29	10	4	1 an to 4 ans.	78 0 0
Neotnee, Do.	Neotnee, ...	12th July 1867	21	37	...	58	46	53	20	58	0	58	0	0	1 an. to 6 rs.	319 9 0
Mahonah, Do.	Mahonah, ...	4th Jany. 1868	53	20	...	73	69	83	18	49	24	38	5	0	6 pie to 8 ans.	468 0 0
Evening School Lucknow,	Lucknow, ...	July 1867	51	21	2	74	48	76	74	0	0	0	0	0	1 r. to 5 rs.	1150 0 0
Mahmoodabad School, ...	Mahmoodabad	1st June 1868	77	48	...	125	95	116	34	67	57	3	9	10	1 an. to 1 r.	787 8 0
Akounah Do. ...	Akounah, ...	10th Sep. 1868	64	3	...	67	29	42	21	28	39	12	10	0	1 an. to 1 r.	290 0 0
Boundee Do. ...	Boundee, ...	12th Nov. 1868	67	13	...	80	46	61	28	67	63	0	0	0	1 an. to 1 r.	136 0 0
American Mission School Roy-Bareilly	Roy Bareilly,	1866	56	34	10	100	76	91	78	97	59	66	0	0	6 pie to 1 r.	942 15 6
American Mission School,	Hoseinabad Lucknow City ...	1858	80	25	1	106	89	128	86	59	16	14	6	2	1 an. to 4 ans.	2640 0 0
Church Mission School,	Wuzeergunge Lucknow City, ...	July 1859	76	63	19	158	111	126	57	57	37	56	5	3	1 an. to 8 ans.	1800 0 0
Total, ...	24 Schools,	...	1536	639	56	2231	1634	2105	1100	1295	843	662	112	32	6 Pie to 6 Rs.	15593 11 6

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

A.

open to Government Inspection for the year 1868-69(aided by Government.)

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	
...	...	553 12 0	93 4 9	...	...	1200 12 9	1117 2 9	...	1117 2 9	83 10 0	..	8 8 5	4 3 7	
...	...	480 0 0	61 11 6	...	..	1021 11 6	982 0 7	...	982 0 7	39 10 11	...	15 5 6	7 8 0	
...	...	480 0 0	50 13 6	...	...	1010 13 6	840 0 0	140 6 0	980 6 0	30 7 6	...	11 10 8	5 11 5	
...	147 4 0	560 2 4	47 8 6	...	...	1174 14 10	1165 14 10	...	1165 14 10	9 0 0	...	14 6 3	5 2 11	
...	180 0 0	797 1 6	77 5 0	...	...	1474 6 6	1315 1 6	135 1 6	1450 3 0	24 3 6	...	10 2 3	2 14 11	
...	...	168 15 6	94 3 0	21 1 3	369 10 6	1253 14 3	1224 11 3	29 3 0	1253 14 3	...	...	14 6 7	6 14 4	
...	32 0 0	504 0 0	51 10 9	...	0 15 6	1092 10 3	1055 10 4	4 13 0	1060 7 4	32 2 11	...	10 7 11	4 15 10	
...	...	240 0 0	41 10 6	...	...	521 10 6	480 0 0	41 10 6	521 10 6	...	..	10 6 8	4 14 4	
...	...	265 3 6	45 10 0	...	...	610 13 6	587 12 6	23 1 0	610 13 6	...	...	9 8 5	4 11 0	
...	...	323 0 0	169 5 0	...	14 11 0	987 0 0	972 0 0	15 0 0	987 0 0	...	...	9 7 10	4 9 10	
...	...	281 3 6	67 4 0	...	...	628 7 6	628 7 6	...	628 7 6	...	...	9 8 4	4 3 10	
...	...	601 7 6	70 13 0	...	...	712 4 6	712 4 6	...	712 4 6	...	...	8 5 9	4 0 9	
...	...	300 0 0	81 2 3	54 0 0	155 13 3	1181 0 0	1026 0 0	155 15 0	1181 15 0	...	...	15 12 1	7 14 0	
...	...	300 0 0	97 9 3	54 0 0	139 6 3	1181 15 0	1050 0 0	131 15 0	1181 15 0	...	...	11 0 9	5 8 4	
...	...	500 0 0	71 3 3	54 0 0	154 12 9	1560 0 0	1425 0 0	135 0 0	1560 0 0	...	...	17 8 5	8 12 2	
...	...	0 0 0	319 9 0	...	...	639 2 0	590 9 6	48 8 6	639 2 0	...	...	12 0 11	6 0 5	
...	96 0 0	459 4 0	81 3 6	...	...	1104 7 6	1072 12 6	...	1072 12 6	31 11 0	.	12 14 9	5 10 2	
...	...	20 0 0	1130 0 0	...	..	2300 0 0	2300 0 0	...	2300 0 0	...	...	30 4 2	15 2 1	
...	...	787 8 0	65 12 0	...	...	1640 12 0	1493 14 9	110 0 0	1603 4 9	37 7 3	...	13 13 2	6 12 7	
...	...	290 0 0	12 2 0	...	...	592 2 0	592 2 0	...	592 2 0	...	...	14 1 6	6 14 4	
...	...	180 5 4	8 0 0	...	...	324 5 4	308 5 4	8 0 0	316 5 4	8 0 0	...	5 2 11	2 3 8	
...	...	942 15 6	161 3 0	...	...	2047 2 0	1885 15 0	161 3 0	2047 2 0	...	...	22 7 11	10 5 9	
...	...	3020 0 0	169 2 0	241 14 3	...	6071 0 3	5218 7 0	...	5218 7 0	852 9 3	..	40 12 3	20 10 0	
...	...	1100 0 0	136 3 9	108 0 0	455 12 3	3600 0 0	3365 3 6	234 12 6	3600 0 0	...	..	28 9 1	14 4 6	
...	455 4 0	12854 14 8	3204 5 6	532 15 6	1201 1 6	33932 4 8	31408 13 4	1374 9 0	32783 6 4	1148 14 4	..	16 8 9	7 6 6	

W. HANDFORD,
Director of Public Instruction, Oudh.

TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open to

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.		
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindee.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of Endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
																	AIDED
																Rs. A. P.	
Ghousegunj, ...	Ghousegunj, ...	1st Jany. 1865,	63	2	...	65	45	59	...	31	60	18	...	...	6 pie to 1 anna,	240 0 0	...
Gopamow, ...	Gopamow, ...	21st Jany. 1865,	33	54	...	90	89	112	...	70	49	18	...	...	6 pie to 1 anna,	240 0 0	...
Palee, ...	Palee, ...	27th March 1865,	...	...	...	...	...	...	...	...	...	...	...	...	...	10 0 0	...
Pihanee, ...	Pihanee, ...	1st April, 1865,	106	9	...	115	75	100	...	36	96	8	...	...	3 pie to 1 anna,	166 15 7	...
Sikundrabad, ...	Sikundrabad, ...	1st Novr. 1862,	31	5	...	36	24	27	...	15	21	...	...	...	6 pie to 8 ans.	228 0 0	...
Dhowrehra, ...	Dhowrehra, ...	14th Decr. 1865,	23	3	...	26	21	25	...	8	20	3	...	...	*Nil*,	111 11 10	...
Nawabgunj Alliabad, ...	Nawabgunj Alliabad,	1st August, 1866,	...	...	..	...	...	...	...	...	...	...	...	...	...	180 0 0	...
Nasirgunj, ...	Nasirgunj, ...	16th Septr. 1866,	...	...	...	...	...	...	...	...	...	...	...	..	...	144 0 0	...
Shunkurpoor Sarai, ...	Shunkurpoor Sarai	January, 1867,	42	1	...	43	33	40	...	34	9	...	...	...	1 anna,	72 0 0	...
Tumbore, ...	Tumbore, ...	12th March, 1865,	27	33	...	60	48	57	...	56	21	13	...	...	6 pie to 8 ans.	246 0 0	...
Lahurpoor, ...	Lahurpoor, ...	Do.,	91	12	...	103	80	107	...	22	81	3	...	...	6 pie to 8 ans.	252 0 0	...
Painteypoor, ...	Painteypoor, ...	6th Do.,	59	13	...	72	56	69	...	51	58	...	...	..	6 pie to 8 ans.	252 0 0	...
Hargaon, ...	Hargaon, ...	23rd Jany. 1866,	44	12	...	56	47	56	...	40	36	5	...	...	6 pie to 8 ans.	234 0 0	...
Neemsar, ...	Neemsar, ...	24th Do.,	61	2		63	44	56	...	12	51	4	...	...	6 pie to 8 ans.	211 6 0	...
Kootubnuggur, ...	Kootubnuggur, ...	17th Do,	43	14	...	57	45	54	...	40	45	10	...	...	6 pie to 8 ans.	212 4 0	...
Maharajnuggur, ...	Maharajnuggur, ...	20th Do.,	52	4	...	56	33	45	...	40	50	12	...	...	6 pie to 8 ans.	252 0 0	...
Paruspoor, ...	Paruspoor, ...	15th Novr. 1865,	93	9	...	102	73	85	...	54	48	21	...	...	6 pie to 2 ans.	240 0 0	...
Tarabgunj, ...	Oomree, ...	15th Decr. 1865,	51	3	...	54	33	42	...	40	39	...	...	...	6 pie to 1 anna	128 0 0	...
Madhogunj, ...	Madhogunj, ...	18th June, 1866.	57	2	...	59	49	65	...	10	49	...	...	...	6 pie to 1 anna	240 0 0	...
Deogaon, ...	Deogaon, ...	February, 1869,	...	...	...	...	...	...	...	...	...	...	...	...	...	10 0 0	...
Baragaon, ...	Baragaon, ...	25th Aug., 1868,	43	7	...	50	29	36	...	18	24	...	8	...	6 pie to 8 ans.	102 14 2	...
Total, ...	Twenty-one Schools,	...	922	185	...	1107	824	1035	...	577	157	115	8	...	3 pie to 8 annas,	3773 3 7	...

A.

Government Inspection for the year 1868-69 (aided & unaided by Government.)

Receipts.						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations &c.,	Fees, fines, &c.,	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	
SCHOOLS.													
Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
114 1 2	259 8 3	18 7 9	...	...	632 1 2	602 5 11	31 8 9	633 14 8	...	1 13 6	10 11 10	4 1 1	
120 0 0	271 3 0	9 2 0	...	...	640 5 0	592 1 6	36 1 6	628 3 0	12 2 0	...	5 9 9	2 2 3	
...	10 0 0	...	...	...	20 0 0	20 0 0	...	20 0 0	...	...	...	...	
120 0 0	223 5 6	25 8 3	...	...	535 13 4	463 1 3	69 1 6	532 2 9	3 10 7	...	5 5 1	1 10 5	
...	228 0 0	9 2 3	...	...	465 2 3	456 0 0	9 2 3	465 2 3	...	...	17 3 7	8 7 1	
...	120 0 0	...	...	...	231 11 10	231 11 10	...	231 11 10	...	..	9 4 3	4 7 6	
...	180 0 0	...	...	...	360 0 0	360 0 0	...	360 0 0	...	...	...	...	Returns not received.
...	144 0 0	...	...	...	288 0 0	288 0 0	...	288 0 0	...	...	...	...	Do. Do.
...	72 0 0	21 8 6	...	...	165 8 6	144 0 0	12 13 6	156 13 6	8 11 0	...	3 14 8	1 12 9	
...	246 0 0	27 5 9	...	...	519 5 9	506 11 9	...	506 11 9	12 10 0	...	8 14 2	4 5 0	
...	252 0 0	28 0 9	...	...	532 0 9	527 6 0	...	527 6 0	4 10 9	...	4 14 1	2 5 8	
14 0 0	252 0 0	39 14 0	...	...	557 14 0	541 14 0	0 3 3	542 1 3	15 12 9	...	7 13 8	3 10 5	
...	234 0 0	25 1 6	...	...	493 1 6	471 5 0	15 0 0	486 5 0	6 12 6	...	8 10 11	4 2 10	
...	214 8 0	21 6 9	...	...	447 4 9	441 14 3	1 14 6	443 12 9	3 8 0	...	7 14 9	3 12 4	
...	212 4 0	13 14 6	...	...	438 6 6	428 4 0	2 5 0	430 9 0	7 13 6	...	7 15 7	3 14 10	
...	252 0 0	29 14 0	...	...	533 14 0	520 11 0	...	520 11 0	13 3 0	...	11 9 1	4 9 7	
..	358 9 6	52 15 6	...	...	651 9 0	601 11 9	72 1 0	673 12 9	...	22 3 9	7 14 9	2 13 2	
...	162 14 9	21 3 6	...	...	312 2 3	287 13 0	20 4 9	308 1 9	4 0 6	...	7 5 4	3 0 6	
120 0 0	247 0 0	7 11 9	...	...	614 11 9	596 11 9	18 0 0	614 11 9	...	...	9 7 3	3 11 0	
...	10 0 0	...	...	...	20 0 0	20 0 0	...	20 0 0	...	...	...	...	Returns not received.
...	108 6 2	13 0 0	...	...	224 4 4	162 6 4	61 14 0	224 4 4	...	...	6 3 8	2 13 8	
488 1 2	4057 11 2	364 4 9	...	...	8683 4 8	8264 1 4	350 6 0	8614 7 4	92 14 7	24 1 3	8 5 2	3 10 3	

APPENDIX

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.		
			Hindoos.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindee.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
																UNA	IDED
Maharajgunj, ...	Maharajgunj, ...	1860,	17	3	...	20	16	20	...	10	10	...	...	...	*Nil*,	...	...
Dhurumnuggur, ...	Dhurumnuggur, ...	1864,	27	3	...	30	26	30	...	16	12	2	...	...	*Nil*,	...	...
Chardah, ...	Chardah, ...	1864,	20	3	...	23	20	23	...	...	23	...	...	...	*Nil*,	...	...
Muttra, ...	Muttra, ...	1861,	19	6	...	25	23	25	...	6	16	3	...	...	*Nil*,	...	...
Sheopore, ...	Sheopore, ...	1863,	18	...	...	18	14	16	...	8	7	3	...	...	*Nil*,	...	...
Toolseepoor, ...	Toolseepoor, ...	1861,	19	11	...	30	27	30	...	7	20	3	...	...	*Nil*,	...	...
Panchperwa, ...	Panchperwa, ...	1863,	24	...	...	24	22	24	..	8	12	4	...	...	*Nil*,	...	...
Pepehra, ...	Pepehra, ...	1861,	24	1	...	25	23	25	...	6	12	5	...	...	*Nil*,	...	...
Hurhurpoor, ...	Hurhurpoor, ...	1868,	19	4	...	23	20	23	...	...	23	...	...	...	*Nil*,	...	...
Choudree ki Dehee, ...	Choudree ki Dehee	January, 1866,	14	...	...	14	12	14	...	...	14	...	...	...	*Nil*,	...	...
Burwar, ...	Burwar, ...	13th Jany. 1865,	20	6	...	26	22	27	...	15	25	...	...	..	6 pie to 1 anna,	...	...
Pusgawan, ...	Pusgawan, ...	Do.	39	1	...	40	33	40	...	6	30	4	...	...	6 pie to 1 anna,	...	...
Aurungabad, ...	Aurungabad, ...	28th Do.	23	6	...	29	19	27	...	16	17	2	...	...	6 pie,	...	...
Alligunj, ...	Alligunj, ...	10th Feby. 1868,	29	8	...	37	31	36	...	12	28	...	...	...	6 pie to 8 annas,	...	...
Total, ...	14 Schools,	...	312	52	...	364	308	360	...	110	249	26	...	...	6 pie to 8 annas,	...	...
Grand Total, ...	35 Schools,	...	1234	237	...	1471	1132	1395	...	687	406	141	8	...	...	3773 3 7	...

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
18th June 1869.

A.—(Continued.)

Receipts.						Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations &c.	Fees, fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government	
13	14	15	16	17	18	19	20	21	22	23	24	25	
SCHOOLS.													
Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
...	68 0 0	..	.	..	68 0 0	60 0 0	8 0 0	68 0 0	...	.	3 6 5	...	
...	54 0 0	.		.	54 0 0	48 0 0	6 0 0	54 0 0	...	...	1 12 9	...	
...	68 0 0	...	..	...	68 0 0	60 0 0	8 0 0	68 0 0	...	..	2 15 4	...	
...	85 0 0	...	...	...	85 0 0	72 0 0	13 0 0	85 0 0	...	...	3 6 5	...	
...	94 8 0	...	...	...	94 8 0	72 0 0	22 8 0	94 8 0	...	...	5 14 4	.	
...	81 0 0	...		..	81 0 0	72 0 0	9 0 0	81 0 0	...	..	2 11 2	...	
...	89 0 0	...		.	89 0 0	72 0 0	17 0 0	89 0 0	...	.	3 11 4	...	
...	88 0 0	...	..	...	88 0 0	72 0 0	16 0 0	88 0 0	...	...	3 8 4	...	
...	68 0 0	...	.	...	68 0 0	60 0 0	8 0 0	68 0 0	...	...	2 15 4	..	
...	68 0 0	...	..	...	68 0 0	60 0 0	8 0 0	68 0 0	.	...	4 13 9	..	
...	187 0 0	5 9 0	...	...	192 9 0	144 0 0	43 0 0	187 0 0	5 9 0	...	6 14 9	...	
..	144 0 0	7 0 0	..	.	151 0 0	151 0 0	56 1 0	207 1 0	...	56 1 0	5 2 9	...	
...	144 0 0	2 1 6	...	...	146 1 6	146 1 6	...	146 1 6	...	...	5 6 6	...	
...	108 0 0	16 5 6	...	...	124 5 6	124 5 6	...	124 5 6	...	...	3 7 3	...	
	1346 8 0	31 0 0	.	...	1377 8 0	1213 7 0	214 9 0	1428 0 0	5 9 0	56 1 0	3 15 5	...	
488 1 2	5404 3 2	395 4 9	...	..	10060 12 8	9477 8 4	564 15 0	10042 7 4	98 7 7	80 2 3	7 3 2	2 11 3	

W. HANDFORD,

Director of Public Instruction Oudh.

APPENDIX

Table VI A—Private Female Schools in the Province of Oudh, open to Government

Names of Institutions.	Locality.	When established.	Number of pupils on the rolls at the end of the year. Hindoos	Mahomedans.	Others.	Total.	Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the end of the year. English.	Urdoo.	Hindee.	Persian.	Sanskrit.	Arabic	Monthly rate of schooling fee.	Re. From Government.	Proceeds of endowment.	Local rate of assessment.
1	2	3	4	5	6	7	8	8A	9	9A	9B	9C	9D	9E	10	11	12	13
															R. A. P.	R. A. P.		
Lucknow Girls' School,	Lucknow City,	1859	...	...	32	32	21	28	32	...	...	...	...	...	4-4-0 to 20-12-0	1800 0 0	...	...
Union Zenana School, ...	Ditto	1868	...	80	...	80	51	71	4	80	...	...	...	...	Free,	804 0 0	...	...
Ragged Girls' Schools, ...	Ditto	1865	3	17	...	20	22	23	...	20	..	...	...	...	Ditto,	96 0 0	...	...
Rájah ka Bazar Girls' School, ...	Ditto	1865	...	20	...	20	15	19	...	20	...	...	...	...	Ditto,			
Asharfabad Ditto, ...	Ditto	1869	...	16	...	16	15	20	...	16	...	...	...	...	Ditto,			
Nawabgunge Ditto. ...	Ditto	1868	...	19	...	19	13	19	...	19	...	...	...	...	Ditto	1265 8 0	..	...
Yahayyagunj Ditto. ...	Ditto	1865	...	17	...	17	13	19	...	17	...	...	...	...	Ditto			
Golahgunge Ditto. ...	Ditto	1865	...	19	...	19	14	20	...	19	...	...	...	...	Ditto			
Roy Bareilly American Mission School, ...	Roy Bareilly,	6th Sept. 1866	...	30	...	30	19	21	..	30	...	...	..	...	Ditto	120 0 0	...	...
Mrs. Reuthers' Ditto. Fyzabad, ...	Fyzabad,	1866	...	55	...	55	42	53	...	55	...	...	...	...	Ditto	506 8 0	...	...
Total, ...	10 Schools,	...	3	273	32	308	225	293	36	276	...	...	...	...	4-4-0 to 20-12-0	4592 0 0	...	..

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 18th June 1869.

A.

Inspection for the year 1868–69, (aided by Government.)

Receipts					Charges					Annual cost of educating each pupil.		Remarks.
Subscriptions, donations &c	Fees, fines, &c.	Sale of books	Other sources	Total	Current	Extraordinary.	Total	Excess of receipts over charges	Excess of charges over receipts	Total cost	Cost to Government.	
14	15	16	17	18	19	20	21	22	23	24	25	
R A P	R. A P		R A P	R. A P	R. A. A	R A. P	R A. P		R. A P	R A P	R A P	
1069 0 0	1878 6 0		35 0 0	4782 6 0	4935 6 2	245 12 6	5181 2 8		398 12 8	185 7 6	61 4 6	
801 6 0	.		...	1605 6 0	1605 6 0		1605 6 0	.	.	22 9 9	11 5 2	
103 10 0	...			199 10 0	199 10 0	.	199 10 0		..	8 10 10	4 2 9	
1265 8 0				2531 0 0	1867 7 9	663 8 3	2531 0 0		...	26 13 5	13 0 8	
120 0 0	...		.	240 0 0	240 0 0	.	240 0 0			11 6 10	5 11 5	
526 6 0	...		...	1032 14 0	1032 14 0	...	1032 14 0	...	. .	19 7 9	9 8 10	
3885 14 0	1878 6 0		35 0 0	10391 4 0	9880 11 11	909 4 9	10790 0 0	.	398 12 8	36 12 1	15 10 9	

W HANDFORD,

Director of Public Instruction, Oudh.

APPENDIX

TABLE VII.—Government Institutions for special or professional education

Name of Institution	Locality	When established	Number of pupils on the rolls at the end of the year				Average daily attendance during the year	Average number of pupils attending during the year	Number of pupils studying in each language at the close of the year						Monthly rate of schooling fees
			Hindus.	Mahomedans	Others	Total			English	Urdu.	Hindee	Persian.	Sanskrit	Arabic	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Male Normal School, Lucknow.	Lucknow, ...	1st Sept 1861.	134	71	0	205	189	206	0	205	205	129	0	0	Nil.
Female Normal School, Lucknow.	Lucknow,	2nd Sept 1867, . .	0	22	0	22	19	20	0	22	0	0	0	0	Nil
TOTAL,	2 Schools,	...	134	93	0	227	208	226	0	227	205	129	0	0	Nil.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I OUDH.
The 18th June 1869.

A.

(including Normal Schools) in the Province of Oudh for the year 1868-69.

Receipts.								Charges.					Annual cost of educating each pupil		Remarks
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges	Excess of charges over receipts.	Total cost	Cost to Government	
11	12	13	11	15	16	17	18	19	20	21	22	23	21	25	
5899 7 10	0	12,894 4 7	0	24 1 9	0	335 2 6	19,153 0 8	18,614 0 5	539 0 3	19,153 0 8	0	0	92 15 7	28 10 2	
1552 12 9	0	0	0	0	0	0	1552 12 9	1465 3 3	87 9 6	1'552 12 9	0	0	77 10 3	77 10 3	
7452 4 9	0	12,894 4 7	0	24 1 9	0	335 2 6	20,705 13 5	20,079 3 8	626 9 9	20,705 13 5	0	0	91 9 10	32 15 7	

W HANDFORD,
Director Public Instruction, Oudh.

APPENDIX A.

TABLE IX.—Abstract of attendance at the above Institutions during the year 1868-69.

		Number attending Colleges.	Number attending higher class schools.	Number attending middle class schools.	Number attending lower class schools.	Total.	Remarks.
General Education,	Government, ..	...	578	6022	19004	25604	
	Private, ..	24	818	2231	1779	4852	
Special Education,	Government, ..	...	227	...	...	227	
	Private, ..	...	...	...	...	...	
	Total, ..	24	1623	8253	20783	30683	

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh

APPENDIX A.

Table X.—Abstract of Receipts and Charges at the above Institutions for the year 1868-69.

		Receipts.					Charges.				
		Colleges.	Higher class Schools.	Middle class Schools.	Lower class Schools.	Total.	Colleges.	Higher class Schools.	Middle class Schools.	Lower class Schools.	Total.
		Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
General Education,	Government,	...	16,025 13 1	84,242 15 2	51,243 5 11	1,51,512 2 2	...	16,025 13 1	84,242 15 2	51,243 5 11	1,51,512 2 2
	Private, ...	11,760 15 10	52,223 15 5	33,932 4 8	20,452 0 8	1,18,369 4 7	11,760 15 10	40,331 5 1	32,783 6 4	20,832 8 0	1,05,708 3 3
Special Education,	Government,	...	20,705 13 5	...	...	20,705 13 5	...	20,705 13 5	...	...	20,705 13 5
	Private, ...	...	...	...	...	...	...	...	...	...	...
Total, ...		11,760 15 10	88,955 9 11	1,18,175 3 10	71,695 6 7	2,90,587 4 2	11,760 15 10	77,062 15 7	1,17,026 5 6	72,075 13 11	2,77,926 2 10

Remarks.

The following items have been omitted in the receipts and charges :—

	Rs. A. P.
(1).—Books &c. purchased from Imperial Funds.	11,814 8 7
(2).—Ditto ... ditto from Cess ... Ditto.	8,796 4 [illegible]
(3).—Prizes given to pupils from Imperial Funds.	997 8 0
(4).—On account of miscellaneous and contingent charges paid from the educational cess. ...	4,444 8 4
(5).—On account of building grants to 9 aided schools paid from Imperial Funds.	6,133 0 0
(6).—On account of building and repairing charges of private schools paid from subscriptions.... ...	13,595 0 0
(7).—Ditto ditto of Government village schools paid from the educational cess.	29,495 0 0
Total Rs.	75,165 12 11

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1868-69.

	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.
General Education, ..	* 5,755 12 10	† 22,571 0 0	‡ 18,891 11 6	§ 11,200 3 7	58,418 11 11
Special Education, ..	..	..	..	..	..
Total, ..	5,755 12 10	22,571 0 0	18,891 11 6	11,200 3 7	58,418 11 11

Remarks.

* This item includes Rs 1450-12-10 on account of scholarships.

† This item includes Rs 446 0-0 on account of scholarships.

‡ This item includes Rs 3339-0 0, *viz* Rs. 40 on account of scholarships and Rs 3299 on account of building grants to Mallawan and Muchchretta aided schools in zillahs Hurdui and Seetapoor respectively

§ This item includes Rs. 2835-0 0 on account of building grants to the following aided schools in Zillah Seetapoor.

	Rs.	A.	P.
Painteypoor school, ...	405	0	0
Laharpoor Do. ...	405	0	0
Tumbore Do. ...	405	0	0
Hargaon Do ..	405	0	0
Nimsar Do ..	405	0	0
Maharajnuggur Do.	405	0	0
Kootoobnuggur Do. ...	405	0	0
Total, Rs.	2835	0	0

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XII—Progressive Statement of attendance and cost of education at each Institution for the last five years.

Name of Institution.	1864-65.			1865-66.			1866-67.			1867-68.			1868-69.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
GOVERNMENT SCHOOLS,															
ZILLAH SCHOOLS.															
Barabunkee School, ...	75	3127 6 3	41 11 2	133	3551 2 0	26 4 3	109	3272 5 2	30 0 4	160	4034 10 3	25 3 5	212	4547 4 5	21 7 2
Oonao Do., ...	83	3192 0 0	38 7 4	106	3326 7 0	31 6 1	90	3532 4 7	39 3 11	196	4957 0 3	25 4 7	174	5483 14 6	31 8 4
Seetapoor Do., ...	50	3704 7 11	74 1 5	102	3995 13 3	39 2 9	115	4192 9 10	36 7 4	136	5076 15 10	37 5 3	207	5717 4 8	27 9 11
Hurdui Do., ...	42	2823 3 2	67 3 6	78	2898 10 2	37 2 7	80	3134 15 10	39 3 8	119	3554 11 3	29 13 11	139	4104 1 8	29 8 4
Lukhimpoor Do., ...	57	3447 11 9	60 7 9	79	3231 9 0	40 14 6	80	3016 9 9	37 11 4	98	3665 13 0	37 6 6	116	3609 14 1	31 1 11
Fyzabad Do., ...	133	6852 6 8	51 8 4	220	6614 9 9	30 1 0	260	6397 2 6	24 9 8	346	8509 2 6	24 9 5	425	10541 14 7	24 12 10
Gondah Do., ...	75	3226 14 4	43 0 5	86	3904 8 0	45 4 10	108	3764 8 0	34 13 8	124	3819 13 1	30 12 10	201	4320 4 4	21 7 10
Baraich Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	110	5042 8 2	45 13 5
Roy Bareilly Do., ...	54	3144 15 0	58 3 10	74	3468 15 0	46 14 0	85	3273 6 6	38 8 2	171	4624 10 9	27 0 8	265	5524 12 6	20 13 7
Sultanpoor Do., ...	81	3159 2 3	39 0 0	122	3653 6 3	29 15 1	122	3167 12 3	25 15 5	192	4245 10 0	22 1 9	188	4523 2 4	24 2 3
Pertabgurh Do., ...	79	3236 14 9	40 15 7	89	3655 10 11	41 1 2	79	3183 5 9	40 4 9	114	3757 10 4	32 15 4	160	4182 3 9	26 2 2
ANGLO-VERNACULAR TOWN SCHOOLS.															
Durriabad School, ...	63	1779 13 1	18 11 7	66	1629 7 0	24 11 0	69	1281 15 9	18 9 3	103	1723 4 9	16 11 8	118	1733 9 9	14 11 0
Rudowlee Do., ...	36	558 1 0	15 8 0	88	1023 6 0	11 10 1	76	930 4 6	12 3 10	64	1473 14 6	23 0 5	104	1498 4 2	14 6 6
Ram Nuggur Do., ...	24	399 15 6	16 10 8	42	465 8 6	11 1 4	45	425 5 0	9 7 3	65	634 6 8	9 12 1	73	917 11 7	12 9 1
Poorwah Do., ...	77	1146 15 6	14 14 4	130	1731 13 11	13 5 2	136	1745 13 6	12 15 5	201	2410 12 5	11 15 10	183	2253 4 3	12 5 0
Biswah Do., ...	64	1213 2 2	18 5 11	64	1574 6 6	23 10 7	89	1467 15 8	16 7 11	125	1706 14 9	13 10 5	153	1799 11 6	11 12 2
Shahabad Do., ...	93	2295 8 6	24 10 11	148	2531 13 3	17 1 8	180	2483 2 4	13 12 8	288	3880 3 4	13 7 6	194	3059 12 2	15 7 2
Bilgram Do., ...	57	2248 14 0	39 7 3	97	2698 2 9	27 13 1	97	2408 8 8	24 13 3	119	2844 4 2	23 14 5	125	2382 6 5	19 0 7
Sandilah Do., ...	42	1261 15 11	30 0 9	72	1711 8 4	23 12 4	81	1479 12 11	18 4 3	147	2113 3 1	14 6 0	172	2365 1 5	13 11 4
Mohomdee Do., ...	61	563 0 0	9 3 8	74	1178 8 0	15 14 10	109	1277 15 11	11 11 7	119	1509 10 4	12 10 11	126	1649 12 0	13 1 6
Golah Do., ...	43	1059 11 11	24 10 4	49	1263 9 7	25 12 7	68	836 13 11	12 4 11	76	1013 8 1	13 5 4	66	1149 15 9	17 6 9
Akberpoor Do., ...	32	1505 15 3	47 0 0	79	1472 2 8	18 10 2	78	1296 2 0	16 9 10	90	1394 15 6	15 7 11	83	1471 0 0	17 11 6
Tandah Do., ...	73	675 12 8	9 4 1	80	1153 7 2	14 6 8	77	1026 12 0	13 5 4	162	1436 15 11	8 13 11	149	1656 13 8	11 1 11
Atrowlah Do., ...	44	1095 8 4	24 14 4	49	1389 10 2	28 5 6	62	1288 11 8	20 12 7	74	1440 11 3	19 7 6	81	1428 12 6	17 10 2
Colonelgunge Do., ...	34	930 13 8	27 10 3	60	1454 2 4	24 3 9	60	1140 13 6	19 0 3	75	949 12 6	12 10 7	85	933 9 4	13 14 10
Nowabgunge Do., ...	0	...	...	41	922 12 5	22 8 1	58	1223 5 11	21 1 6	95	1345 11 7	14 2 7	123	1369 12 6	11 2 2
Hydergurh Do., ...	50	1054 8 6	21 1 5	68	1397 13 3	20 8 10	68	1251 3 6	18 6 5	73	1236 12 6	16 15 0	67	1229 14 7	18 13 3

Jais	Do., ...	73	1165	5	6	15	15	5	95	1553	5	6	16	5	7	98	1481	15	6	15	1	11	105	1576	5	9	15	0	2	105	1381	2	9	13	2	5
Inhonah	Do., ...	49	567	1	8	11	9	2	65	1414	5	4	21	12	2	60	1123	9	0	18	11	7	81	1276	8	6	15	12	1	85	1229	10	6	14	7	5
Salone	Do., ...	41	671	8	0	16	6	0	53	1375	3	6	25	15	2	50	1141	10	6	22	13	4	54	1074	7	10	19	14	4	57	999	13	9	17	8	7
Vernacular Town Schools.																																				
Suffeepoor	School, ...	55	510	3	1	9	4	5	54	594	12	9	11	0	4	60	531	8	4	8	13	9	86	610	3	6	7	1	6	129	819	14	7	6	5	8
Chumrowlee	Do., ...	58	527	4	6	9	1	5	52	550	15	3	10	9	6	53	530	6	1	10	0	1	82	572	2	3	7	0	5	105	593	14	0	5	7	5
Misrick	Do., ...	31	349	14	5	11	4	7	29	487	9	2	16	13	0	38	455	5	3	11	15	6	67	495	11	6	7	6	4	89	638	9	6	7	2	9
Baree	Do., ...	43	443	8	5	10	5	0	48	561	5	0	11	4	1	51	476	11	11	9	5	7	71	530	12	8	7	7	7	79	597	14	3	7	9	1
Nagpoor Jelalpoor	Do., ...	27	398	6	0	14	2	1	42	545	1	8	12	15	8	80	612	12	6	7	13	1	70	643	14	0	9	3	2	80	637	11	6	7	15	6
Nanparah	Do., ...	40	1147	9	6	28	11	0	46	1174	14	3	25	8	8	59	1051	1	0	17	13	0	58	977	4	3	16	13	7	91	567	6	0	6	4	0
Dulmow	Do., ...	38	339	14	0	8	15	0	45	520	3	7	11	8	11	45	512	0	6	11	6	3	49	546	8	3	11	2	5	64	560	8	9	8	12	1
Behar (R. B.)	Do., ...	35	421	13	3	12	0	10	41	544	15	6	13	4	8	39	493	7	9	12	10	5	72	509	14	6	7	1	3	106	630	12	2	5	15	2
Jugdeespoor	Do., ...	18	172	0	0	9	9	1	34	462	2	3	13	9	6	45	508	6	0	11	4	9	62	553	11	3	8	14	10	71	638	0	5	8	15	9
Puttee	Do., ...	55	243	7	0	4	6	10	50	556	1	8	11	1	11	47	499	9	11	10	10	1	70	653	12	4	9	5	5	68	620	4	6	9	1	11
Behar (Per.)	Do., ...	28	136	6	7	4	13	11	44	589	2	3	13	6	3	44	482	14	6	10	15	7	46	430	10	9	9	5	9	70	490	11	9	7	0	2
Mullihabad	Do., ...	50	732	1	8	14	10	3	62	850	1	0	13	11	4	92	639	7	7	6	15	2	181	853	14	6	4	11	6	300	1458	3	0	4	13	9
Koorsee	Do., ...	49	615	15	10	12	9	1	45	537	10	0	11	15	2	46	483	0	1	10	8	0	86	716	9	0	8	5	4	127	700	11	0	5	8	3
Amethee	Do., ...	43	562	14	9	13	1	5	58	559	3	9	9	10	3	72	540	0	10	7	8	0	80	543	8	9	6	12	8	98	695	1	0	7	1	6
Model School	Do., ...	...	...			...			19	489	13	0	25	12	6	55	765	15	2	13	14	10	78	1050	4	11	13	7	5	103	1011	13	6	9	13	2
Moradabad	Do., ...	...	...			...			...	...			...			...	...			...			...	...			...			89	219	9	9	2	7	6
Mowrawan	Do., ...	...	...			...			...	...			...			...	...			..			...	...			...			101	190	7	1	1	14	1
Bethur	Do., ...	...	...			...			...	...			...			...	...			...			...	...			...			83	153	10	2	1	13	7
Bangurmow	Do., ...	...	...			57	0	0	591	591	11	0	10	6	1	57	823	10	6	14	7	2	71	1062	14	0	14	15	6	68	670	13	0	9	13	10
Bawan	Do., ...	...	...			...			...	...			...			...	...			...			...	...			...			113	265	4	0	2	5	6
Village Schools.																																				
Lucknow	Schools, 49 ...	...	...			...			...	...			...			413	399	5	6	0	15	5	1194	4085	14	8	3	6	9	1702	5540	9	6	3	4	1
Barabunkee	Do., 54 ...	...	...			...			...	...			...			598	436	8	2	0	11	8	1480	5098	0	11	3	7	1	1927	5727	2	0	2	15	4
Oonac	Do., 64 ...	...	...			...			1094	5081	10	10	4	10	4	1593	5343	12	4	3	5	0	2102	6543	3	11	3	1	9	2404	7481	14	7	3	1	9
Seetapoor	Do., 35 ...	...	...			...			...	...			...			...	...			...			372	567	13	8	1	8	5	1031	3037	6	1	2	15	2
Hurdui	Do., 63 ...	...	...			...			...	...			...			49	11	8	0	0	3	9	948	1076	12	7	1	2	2	2180	5001	14	11	2	4	9
Kheree	Do., 1 ...	...	...			...			...	...			...			...	...			...			63	84	1	3	1	5	4	63	186	2	9	2	15	3
Fyzabad	Do., 48 ...	...	...			...			...	...			...			385	403	6	0	1	0	9	1005	2914	2	9	2	14	4	1380	4085	5	1	2	7	4
Goudah	Do., 3 ...	...	...			...			...	...			...			...	...			...			44	118	0	0	2	10	10	54	146	1	6	2	11	3
Baraich	Do., 7 ...	...	...			...			...	...			...			...	...			...			...	...			...			150	344	7	0	2	4	8
Roy Bareilly	Do., 61 ...	...	...			...			...	...			...			1163	2202	15	6	1	14	3	1912	6248	2	10	3	4	3	2256	6799	3	0	3	3	0
Sultanpoor	Do., 45 ...	...	...			...			...	...			...			407	282	3	11	0	11	1	1063	3313	8	10	3	1	10	1480	4305	8	0	2	14	6
Pertabgurh	Do., 53 ...	...	...			...			...	...			...			686	1490	3	9	2	2	7	1045	3702	14	0	3	8	8	1686	4405	10	4	2	9	9
Female Schools.																																				
Model	School, ...	...	...			...			...	...			...			...	...			...			...	...			...			16						
Rájahka Bazar	Do., ...	...	...			...			...	...			...			...	...			...			20	...			...			23						
Chowk	Do., ...	...	...			...			...	...			...			...	...			...			19	...			...			24	1355	15	9	12	8	10
Patanalah	Do., ...	...	...			...			...	...			...			...	...			...			18	819	1	0	11	3	6	22						
Newazgunj	Do., ...	...	...			...			...	...			...			...	...			...			16	...			...			23						
Mukboolgunj	Do., ...	...	...			...			...	...			...			...	...			...			22	322	13	3	9	12	6	23	487	0	0	12	7	9
Futtehgunj	Do., ...	...	...			...			...	...			...			...	...			...			11							16						
Rat Hawelee	Do., ...	...	...			...			...	...			...			...	...			...			20	334	13	7	9	0	9	55	631	15	0	11	7	10
Tehree Bazar	Do., ...	...	...			...			...	...			...			...	...			...			17													
Bahadoorpoor	Do., ...	...	...			...			...	...			...			...	...			...			...	...			2	1	0	115	458	11	6	3	15	1
Amhut	Do., ...	...	...			...			...	...			...			...	...			...			...	...												

Name of institution.	1864-65.			1865-66.			1866-67.			1867-68.			1868-69.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Sultanpoor School, ...	...	...	...	...	...	...	...	...	...	...	...				
Dihma Do., ...	...	...	...	...	...	...	...	...	...	111	229 0 6	2 1 0	115	458 11 6	3 15 0
Piyaree puttee Do, ...	...	...	...	...	...	...	...	...	...	...	...				
Bhulki Do., ...	...	...	...	...	...	...	...	...	...	...	...				
Shahabad Do., ...	...	...	...	...	...	...	9	8 0 0	0 14 3	12	96 0 0	8 0 0	0	0 0 0	0 0 0
Hydergurh Do., ...	...	...	...	...	...	...	10	80 0 0	8 0 0	11	87 0 0	7 14 6	0	0 0 0	0 0 0
Russowlee Do., ...	...	...	...	...	...	...	...	...	...	7	14 0 0	2 0 0	9	80 8 0	
Barowlee Do., ...	...	...	...	...	...	...	...	...	...	11	12 0 0	1 1 5	9	68 8 0	6 15 8
Tikra Do., ...	...	...	...	...	...	...	...	...	...	9	12 0 0	1 5 4	13	68 8 0	
Nainamow Do., ...	...	...	...	...	...	...	...	...	...	7	6 0 0	0 13 8	10	68 8 0	
Mullihabad Do., ...	...	...	...	...	...	...	...	...	...	37	27 0 0	0 11 8	40	226 1 0	5 10 5
Koorsee Do., ...	...	...	...	...	...	...	...	...	...	7	9 0 0	1 4 6	11	48 0 0	
Gooshayeengunj Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	21	43 8 0	2 8 9
Bakass Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	14	16 0 0	
Kakowree Do., ...	...	...	...	...	...	...	...	...	...	10	7 0 0	0 11 2	4	20 0 0	
Runnoopoor Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	24	41 0 0	2 3 10
Khakee Serai Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	13	42 0 0	
Mewra Do., ...	...	...	...	...	...	...	...	...	...	...	...	...		...	
Pihanee Do., ...	...	...	...	...	...	...	...	...	...	...	...	...		...	
Mujhiya Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	100	113 13 11	1 2 2
Dakhuria Do., ...	...	...	...	...	...	...	...	...	...	...	...	...		...	
Lehna Do., ...	...	...	...	...	...	...	...	...	...	...	...	...		...	
Jail Schools.															
Jail School, Lucknow, ...	...	...	...	...	...	...	...	...	...	114	217 14 0	1 14 7	78	360 0 0	4 9 10
Jail School, Sultanpoor, ...	...	...	...	...	...	...	...	...	...	...	...	...	14	...	...
Normal Schools.															
Male Normal School, Lucknow,...	77	7423 4 4	96 6 6	125	14336 4 8	114 11 0	144	15692 2 11	108 15 7	195	17936 13 0	91 15 8	206	19153 0 8	92 15 7
Female Do. Do. Do., ...	...	...	...	...	...	...	...	...	...	12	667 12 9	55 10 4	20	1552 12 9	77 10 3
PRIVATE COLLEGES AND SCHOOLS.															
Private Colleges.															
Canning College, ...	...	...	...	...	...	...	...	...	...	9	7786 0 0	865 1 9	16	11763 15 10	735 1 0

PRIVATE SCHOOLS.																										
Higher Class.																										
Canning College, ...	246	26606	1	6	108	2	10	346	31310	6	0	90	7	10	411	33735	9	4	82	1	3	547	35105	2	0	64	2	10	599	37471	5	1	62	8	10
Bulrampoor School, ...	100	2166	0	0	21	10	7	100	2460	0	0	24	9	7	111	2024	10	0	17	7	3	146	3169	10	0	21	11	4	164	2860	0	0	17	7	6
PRIVATE SCHOOLS.																										
Middle Class.																										
American Mission School, Hosseinabad, ...	92	3106	14	7	33	12	4	150	4650	11	7	31	0	1	275	4659	9	3	21	15	2	165	5208	7	0	31	9	0	128	5218	7	0	40	12	3
Church Mission School, Lucknow,	61	4792	1	6	98	8	11	85	3600	0	3	42	5	7	130	3300	0	0	32	10	9	111	3600	15	0	32	7	0	126	3600	0	0	28	9	1
Ajoodhya School, ...	20	484	9	8	24	3	8	49	821	14	9	16	12	4	53	752	0	0	14	3	0	79	937	13	0	11	13	11	131	1117	2	9	8	8	5
Zaidpoor Do., ...	20	196	3	11	9	12	11	64	921	10	3	14	6	5	68	934	2	8	13	11	9	71	979	3	9	13	12	8	64	982	0	7	15	5	6
Futtehpoor Do., ...	12	182	15	6	15	3	11	68	1053	11	3	15	7	11	71	994	9	6	14	0	2	77	1064	15	0	13	13	3	84	980	6	0	11	10	8
Sandee Do., ...	25	135	0	0	5	6	5	58	971	1	0	16	11	10	70	1151	9	9	16	7	3	66	1202	2	9	18	3	5	81	1165	14	10	14	6	3
Mullawan Do., ...	45	196	7	0	4	5	10	66	757	13	4	11	7	8	68	868	10	0	12	12	5	94	1097	7	6	11	10	9	143	1450	3	0	10	2	3
Khyrabad Mission Do., ...	35	420	0	0	12	0	0	60	1234	15	0	20	9	4	72	1209	9	3	16	12	9	90	1214	12	9	13	7	11	87	1253	14	3	14	6	7
Muchhretta Do., ...	79	144	13	11	1	13	3	74	866	2	0	11	11	3	46	999	13	0	21	11	9	54	1041	3	1	19	4	6	101	1060	7	4	10	7	11
Dostpoor Do., ...	...	...			...			20	120	0	0	6	0	0	40	463	2	0	11	9	3	48	540	3	0	11	4	0	49	521	10	6	10	6	8
Saadutgunj Do., ...	...	...			...			61	259	11	9	4	4	1	68	534	10	6	7	13	6	80	604	13	0	7	8	11	64	610	13	6	9	8	5
Sudder Bazar Do., ...	...	...			...			...	...			...			45	454	15	10	10	1	9	74	833	4	3	11	4	1	104	987	0	0	9	7	10
Hussungunj Do., ...	...	...			...			...	...			...			45	304	3	11	6	12	2	57	442	4	0	7	12	1	66	628	7	6	9	8	4
Cashmere Mohulla American Mission School, ...	...	...			...			...	...			...			...	...			...			83	464	6	9	5	9	6	84	712	4	6	8	5	9
Ranee Kuttra Do., ...	...	...			...			...	...			...			...	...			...			85	677	1	9	7	15	5	75	1181	15	0	15	12	1
Nakhas ka Pul Do., ...	...	...			...			...	...			...			...	...			...			101	777	1	9	7	11	1	107	1181	15	0	11	0	9
Victoria Street Do., ...	...	...			...			...	...			...			..	...			...			130	1257	10	6	9	10	9	89	1560	0	0	17	8	5
Neotnee Do., ...	...	...			...			...	...			...			...	...			...			36	358	5	0	9	15	3	53	639	2	0	12	0	11
Mahona Do., ...	...	...			...			...	...			...			...	...			...			90	203	10	2	2	4	7	83	1072	12	6	12	14	9
Evening School, Lucknow, ...	...	...			...			...	...			...			...	...			...			98	1972	7	1	20	2	0	76	2300	0	0	30	4	2
Mahmoodabad School, ...	...	...			...			...	...			...			...	...			...			...	...			...			116	1603	4	9	13	13	2
Akounah, Do., ..	...	...			...			...	...			...			...	...			...			...	...			...			42	592	2	0	14	1	6
Boundee, Do., ...	...	...			...			...	...			...			...	...			...			...	...			...			61	316	5	4	5	2	11
American Mission School, Roy Bareilly, ...	...	...			...			...	...			...			39	683	8	0	17	8	5	101	1488	2	5	14	11	9	91	2047	2	0	22	7	11
PRIVATE SCHOOLS.																										
Lower Class.																										
Ghonsegunj School, ...	30	57	6	0	1	14	7	39	493	8	0	12	10	5	49	454	9	6	8	11	1	59	554	1	6	9	6	3	59	633	14	8	10	11	10
Gopamow Do., ...	17	85	8	9	5	7	7	36	482	7	3	13	6	5	29	438	14	0	15	2	2	81	535	0	9	6	9	8	112	628	3	0	5	9	9
Palee Do., ...	24	...			...			32	190	7	9	5	15	3	32	118	8	3	3	7	9	37	122	5	3	3	4	10	...	...			...		
Pihanee Do., ...	35	...			...			40	321	8	6	8	0	7	34	203	6	5	5	15	9	58	215	15	3	3	11	6	100	532	2	9	5	5	1
Secundrabad Do., ...	24	291	0	0	12	2	0	41	430	7	9	10	7	11	36	418	0	0	11	9	9	31	493	8	0	15	14	8	27	465	2	3	17	3	7
Dhowrahra Do., ...	7	42	15	6	6	2	0	21	232	14	7	11	1	5	13	68	8	0	5	4	4	23	108	0	0	4	11	1	25	231	11	10	9	4	3
Nowabgunj, Alliahabad Do., ...	...	...			...			...	...			...			16	210	0	0	13	2	0	23	360	0	0	15	10	5	...	...			...		
Nasirgunj Do., ...	...	...			...			...	...			...			26	132	0	0	5	1	3	50	288	0	0	5	12	1	...	...			...		
Shunkerpoor Serai Do., ...	...	...			...			...	...			...			25	18	0	0	0	11	6	28	154	0	0	5	8	0	40	156	13	6	3	14	8
Tumboor Do., ...	29	48	8	9	1	10	9	29	309	11	4	10	10	10	32	451	9	0	14	1	9	43	523	5	9	12	2	8	57	506	11	9	8	14	2
Lahurpoor Do., ...	11	46	0	0	4	2	10	86	550	8	0	15	4	8	41	397	9	6	9	11	2	106	504	0	0	24	12	0	107	527	6	0	4	14	1
Painteypoor Do., ...	35	67	6	8	1	14	1	60	468	0	0	7	12	9	62	484	11	0	7	13	1	70	527	8	9	7	8	6	69	542	1	8	7	13	8

Name of Institution.	1864-65.			1865-66.			1866-67.			1867-68.			1868-69.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Hurgaon School, ...	...	...	...	39	92 4 6	2 5 10	47	394 15 6	8 6 5	54	466 14 0	8 10 4	56	486 5 0	8 10 11
Neemsar Do.,	...	...	...	23	24 13 6	1 1 3	29	130 8 6	4 8 0	48	343 12 8	7 2 7	56	443 12 9	7 14 9
Kootoobnuggur Do.,	...	...	...	33	74 8 2	2 4 1	41	386 5 0	9 6 6	49	471 1 10	9 9 10	54	430 9 0	7 15 7
Maharajnuggur Do., ...	...	...	...	20	86 3 10	4 4 11	35	457 3 6	13 0 0	37	563 13 6	15 3 9	45	520 11 0	11 9 1
Paruspoor Do., ...	...	...	...	46	173 4 9	2 12 3	38	454 2 9	11 15 3	47	494 5 6	10 8 3	85	673 12 9	7 14 9
Tarubgunj Do., ...	...	...	...	14	102 10 0	7 15 3	15	323 4 6	21 8 10	43	364 5 6	8 7 6	42	308 1 9	7 5 4
Madhougunj Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	65	614 11 9	9 7 3
Deogaon Do., ...	...	...	...	...	...	...	...	..	...	.	...	...	.	...	
Baragaon Do., ...	...	...	...	...	...	...	...	.	...	...	...	.	36	224 4 4	6 3 8
Maharajgunj Do., ...	...	...	...	...	.	...	..	.	...	...	...	...	20	68 0 0	3 6 5
Dharumnuggur Do., .	8	50 0 0	6 4 0	8	67 0 0	8 0 0	8	74 0 0	9 2 0	14	84 0 0	6 0 0	30	54 0 0	1 12 9
Chardah Do., ...	8	61 0 0	7 10 0	8	68 0 0	8 8 0	7	62 0 0	8 13 9	11	67 0 0	6 1 5	23	68 0 0	2 15 4
Muttra Do., ...	25	198 0 0	7 14 0	20	174 0 0	8 11 2	18	153 0 0	8 8 0	17	170 0 0	10 0 0	25	85 0 0	3 6 5
Sheopoor Do., ...	12	92 0 0	7 11 0	12	85 0 0	7 1 4	10	73 0 0	7 4 9	18	80 0 0	4 7 0	16	94 8 0	5 14 4
Toolseepoor Do., ...	8	50 0 0	6 4 0	8	68 0 0	8 8 0	8	61 0 0	7 10 0	12	63 0 0	5 8 0	30	81 0 0	2 11 2
Punchperwah Do., ...	22	92 0 0	4 3 0	15	82 0 0	5 7 5	13	74 0 0	5 11 1	17	84 0 0	4 15 0	24	89 0 0	3 11 4
Pipehrah Do.. ...	14	92 0 0	6 13 0	14	84 0 0	6 0 0	10	85 0 0	8 8 0	25	96 0 0	3 13 5	25	88 0 0	3 8 4
Hurhurpoor Do , . .	...	...	...	...	...	...		...	. .	. .	...	...	23	68 0 0	2 15 4
Chowdree ki Dihi Do., ...	...	...	...	8	26 0 0	3 4 0	7	60 0 0	8 9 1	10	66 0 0	6 9 7	14	68 0 0	4 13 9
Burwar Do., ...	13	43 5 8	3 5 4	17	159 0 0	9 5 7	17	136 2 0	8 0 1	19	151 10 0	7 15 8	27	187 0 0	6 14 9
Pusgáwán Do., ...	18	43 5 8	2 6 6	28	164 0 0	5 13 8	23	142 5 6	6 3 0	30	144 0 0	4 12 9	40	207 1 0	5 2 9
Aurangabad Do., ...	12	37 8 9	3 2 0	14	264 7 0	18 14 4	24	144 0 0	6 0 0	31	148 13 0	4 12 9	27	146 1 6	5 6 6
Aligunj Do,, ...	...	...	...	. .	...	...	. .	...	...	31	30 6 6	0 15 8	36	124 5 6	3 7 3
Private Female Schools.															
Lucknow Girls' School, ...	53	6947 6 6	131 1 4	43	7839 6 11	182 5 0	45	6565 8 9	145 14 5	55	6526 0 0	118 10 5	28	5181 2 8	185 7 6
Union Zenana Do., ...	142	164 13 6	1 2 7	119	1550 15 6	13 0 6	109	1650 0 0	15 2 2	144	1836 1 0	12 12 0	71	1605 6 0	22 9 9
Ragged Girls' Do., ...													23	199 10 0	8 10 10
Rájah ka Bazar Girls' Do., ...	...	...	...	...	...	. .	...	...	...	...	...	...	19		
Ashrafabad Do., ...	...	...	...	...	...	...	...	...	...	...	...	...	20		
Nawabgunj Do., ...	...	...	. .	...	...	...	75	2266 14 0	30 3 7	85	2621 0 0	30 13 4	19	2531 0 0	26 1 5
Yahayyagunj Do., ...	...	...	...	9	. .	...	...	. .	.	...	...	...	19		
Golahgunj Do., ...	...	...	..	12	...	...	...	...	...	...	...	...	20		
Roy Bareilly A M. Do., ...	...	...	...	...	...	...	14	120 0 0	8 9 2	16	182 8 6	11 6 6	21	240 0 0	11 6 10
Mrs. Reuther's Do. Fyzabad, ...	...	...	...	...	...	...	...	...	...	34	572 11 0	16 13 6	53	1032 14 0	19 7 9

Lucknow:
Office of Director of P I, Oudh.
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

Table XIII. Distinctions conferred by the Calcutta University during the year 1868-69.

No.	Name of students.	Name of institution.	Distinction conferred.	Remarks.
1	Pran Nath.	Canning College,	First Arts Examination Grade II,	
2	Hunaman Pershad, ...	Ditto,	Ditto „ II,	
3	Sheo Narain, ...	Ditto,	Ditto „ III,	
4	Bishumber Nath, ...	Ditto,	Entrance Examination Grade I,	
5	Syud Mahomed Eusofuz Zaman ..	Ditto,	Ditto „ I,	
6	Birj Bahadoor, ...	Ditto,	Ditto „ I,	
7	Zahirood Deen, ...	Ditto,	Ditto „ I,	
8	Ram Nath, ...	Ditto,	Ditto „ I,	
9	Pundit Soorúj Narain, ...	Ditto,	Ditto „ II,	
10	Bídhu Bhoshun Mookhopadhya, ..	Ditto,	Ditto „ II,	
11	Ruttun Nath Pundit, ...	Ditto,	Ditto „ II,	
12	Shunker Nath Pundit, ...	Ditto,	Ditto „ II,	
13	Syud Nazir Ali, ...	Ditto,	Ditto „ II,	
14	Mahomed Sujjad, ...	Ditto,	Ditto „ II,	
15	Mirza Rúfiood Deen Beg, ..	Ditto,	Ditto „ II,	
16	Mirza Nísar Hoosein, ...	Ditto,	Ditto „ II,	
17	Syud Ally, ...	Ditto,	Ditto „ II,	
18	Lala Kánhia Lall, ...	Ditto,	Ditto „ II,	
19	Kánhia Lall, (Gujratee), ..	Ditto,	Ditto „ III,	
20	Manohur Lall, ...	Fyzabad school,	Ditto „ I,	
21	Budree Narain, ...	Ditto,	Ditto „ I,	
22	Deokalee Deen, ...	Ditto,	Ditto „ II,	
23	Mahomed Ally, ...	Ditto,	Ditto „ II,	
24	Kuccan Lall, ...	Ditto,	Ditto „ II,	
25	Govind Saran, ...	Ditto,	Ditto „ II,	
26	Girji Dyal, ...	Oonao School,	Ditto „ II,	
27	Mool Chund, ...	Ditto,	Ditto „ II,	
28	Háshim Ali Khan, ...	Bulrampoor school,	Ditto „ III,	
22	Edward Murray, ...	La Martr. College,	Ditto „ I,	
30	Abraham Lilley, ...	Ditto,	Ditto „ I,	
31	C. W. H. Bedford, ...	Ditto,	Ditto „ I,	
32	W. J. Lincoln, ...	Ditto,	Ditto „ II,	
33	W. H. Plomer, ...	Ditto,	Ditto „ II,	
34	J. T. Rollo, ...	Ditto,	Ditto „ I,	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XIV.—Return of Scholarships gained during the year 1868-69.

A. Senior Scholarships gained at Colleges :—

Name of Scholars.	College at which gained.	When gained.	Free or stipendiary.	Rs. A. P.	For how long tenable.	For proficiency in what branch.	Remarks.
Hanuman Proshád, ...	Canning College	January 1869,	Free,	20 0 0	One year,	C. U. First arts examination 2nd grade,	
Brojendro Náth Dey, ...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	C. U. E. E. 1st grade,	
Luchmi Naráin, ...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	Ditto, 2nd grade,	
Monohar Lál, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Bishumbhur Náth, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Rám Náth, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Eusufooz Zaman, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Birj Bahádoor, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Shanker Náth, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Nisar Hossein, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Rufeeood Deen, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Girjá Dayal, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Nazar Ali, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 2nd grade,	Paid from Gondah Scholarship Fund.
Hashim Ali Khan, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 3rd grade,	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH;
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

Table No. XIV.—Return of scholarships gained during the year 1868-69,

B. Junior scholarships gained at schools.

Name of scholars.	Schools at which gained.	When gained.	Free or stipendiary		For how long tenable.	For proficiency in what language.
Gujraj Singh, ..	Fyzabad,	Nov.1868	Stipendiary.	6 0 0	One year.	General proficiency deprtl. examinatio n.
Sheo Sahoi Singh, ..	Do.	Do.	Do.	6 0 0	Do.	Do.
Birj Mohun Lall, ..	Do.	Do.	Do.	6 0 0	Do.	Do.
Mata Pershad, ..	Do	Do.	Do.	6 0 0	Do.	Do.
Luchman Prosad, ..	Do.	Do.	Do.	6 0 0	Do.	Do.
Reotee Ram, ..	Do.	Do.	Do.	6 0 0	Do.	Do.
Preo Nath Banerjee, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Munna Lall ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Ali Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Aulad Hoosein,. ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Imdad Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Bhawaní Prashad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Zalim Singh, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Sadiq Ahmud, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Ram Sahoy, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Mahadeo Proshad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Ooma Prosada, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Buns Gopal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Kunhiya Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Wali Mahomed, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Banwaree Lal, ..	Akbarpoor.	Do.	Do.	4 0 0	Do.	Do.
Purbhoo Diyal, ..	Roy Bareilly.	Do.	Do.	4 0 0	Do.	Do.
Unkár Nath, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Beharí Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Luchman Proshad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Mahadeo Prasad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Bulbhudra, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Rampershad, ..	Sultanpoor.	Do.	Do.	4 0 0	Do.	Do.
Bhugwan Dial, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Nabi Mahomed, ..	Do.	Do.	Do.	4 0 0	Do.	Do.
Sheo Narain, ..	Do.	Do.	Do.	4 0 0	Do.	Do.

APPENDIX A.—(*Continued*).

Name of Schools.	Schools at which gained	When gained	Free or stipendiary.		For how long tenable.	For proficiency in what language.	Remarks.
Joi Dial, ..	Barabunkee.	Nov.1868	Stipendiary.	4 0 0	One year.	General proficiency departl., examination.	
Rookn Alam, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Ikram Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Shunker Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Deen Dayal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Mendi Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Gopal Prasada, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Rikh Prosad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Buchoo Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Kalka Prashad, ..	Hurdui.	Do.	Do.	5 0 0	Do.	Do.	
Ibad Ullah, ..	Do.	Do.	Do.	5 0 0	Do.	Do.	
Rughuber Dayal, ..	Do.	Do.	Do.	5 0 0	Do.	Do.	
Nábi Bux, ..	Do.	Do.	Do.	5 0 0	Do.	Do.	
Sheo Narain, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Abid Hoosein, ..	Do.	Do.	Do.	3 0 0	Do.	Do.	
Jamáiat Roi, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Maní Lal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Nehal Singh, ..	Luckhimpoor.	Do.	Do.	4 0 0	Do.	Do.	
Luchmin Narain, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Jaunkee Pershad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Her Prosada, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Goor Sahoi, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Mahomed Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Sheo Dayal, ..	Oonao.	Do.	Do.	4 0 0	Do.	Do.	
Kally Churn, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Abdool Baree, ..	Suffeepoor.	Do.	Do.	4 0 0	Do.	Do.	
Iftkhar Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Lalta Prosad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Gaya Prasad, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Basdeo Lal, ..	Seetapoor.	Do.	Do.	4 0 0	Do.	Do.	
Abid Ali, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Brij Mohun, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Kirpa Dayal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	

APPENDIX A.—(*Continued*).

Name of Schools.	Schools at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what language.	Remarks.
Bahadoor Hoosein, ..	Seetapoor.	Nov. 1868	Stipendiary.	4 0 0	One year.	General proficiency departl. examination.	
Nanak Chund, ..	Canning College.	Do.	Do.	6 0 0	Do.	Do.	
Raja Hoosein, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Golam Ahmed, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Badár Ali, ..	Do.	Do.	Do.	5 0 0	Do.	Do.	Paid from Gondah Fund.
Mahdo Proshad, ..	Model school.	Do.	Do.	4 0 0	Do.	Do.	
Kalka Proshad, ..	Mullihabad school.	Do.	Do.	4 0 0	Do.	Do.	
Moostafa Ali, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	
Abdool Ghaffer, ..	Koorsce school	Do.	Do.	1 0 0	Do.	Do.	
Mensáb Ali, ..	Do.	Do.	Do.	1 0 0	Do.	Do.	
Kaley Khan, ..	Do,	Do.	Do.	1 0 0	Do.	Do.	
Nazír Hoosein, ..	Do.	Do.	Do.	1 0 0	Do.	Do.	
Dabee Dín, ..	Amethe school	Do.	Do.	2 0 0	Do.	Do.	
Azeemood Dín, ..	Do.	Do.	Do.	2 0 0	Do.	Do.	
Raghuber Singh, ..	Behar (R. B.) school.	Do.	Do.	4 0 0	Do.	Do.	
Sheo Dayal, ..	Do.	Do.	Do.	4 0 0	Do.	Do.	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVI.—Return of Private Donations and Endowments from which aid was received by the Department of Public Instruction, Oudh, during the year 1868-69.

Name of Donor.	Description of Donation.	Annual value.	For what period to continue.	Remarks.
Lucknow District.				
Total of subscriptions of Rs 50 per annum and upwards				
Add aggregate of smaller subscriptions..	Cash.	691 14 0	Uncertain.	For education.
	Total Rupees.	691 14 0		
Barabunkee District.				
Rájah Furzund Alí Khan, Talukdár	Cash	60 0 0	Uncertain.	For education.
Zeinool Abdeen, Talukdár	"	60 0 0	"	"
Badshah Hossein Khan, Talukdár	"	96 0 0	"	"
Rájah Surubjeet Singh, Talukdár	"	144 0 0	"	"
Total of subscriptions of Rs 50 per annum and upwards		360 0 0		
Add aggregate of smaller subscriptions	Cash.	510 0 6	"	"
	Total Rupees.	870 0 6		
Oonao District.				
Buldeo Bukhsh, Talukdár Akohoree	Cash.	102 0 0	Uncertain.	For education.
Oomrao Singh, Talukdár Gulgulah..	"	65 0 0	"	"
Total of subscriptions of Rs 50 per annum and upwards		167 0 0	"	"
Add aggregate of smaller subscriptions	Cash.	388 4 6	"	"
	Total Rupees.	555 4 6		
Seetapoor District.				
Rájah Ameer Hossein Khan, Talukdár of Mahmoodabad	Cash.	278 5 8	Uncertain.	For education.
Nawáb Amjud Alí Khan, Do. of Ekonah	"	69 4 0	"	"
Rájah Sheo Bukhsh Singh, Do. of Kotesur	"	67 9 0	"	"
Rájah Ibad Alí Khan, Do, ...	"	111 7 6	"	"
Thakúr Hurreehur Singh, Do. of Surouri	"	93 13 0	"	"
Mirza Abbas Beg, Do. of Baragaon	"	180 0 0	"	"

Total of subscriptions of Rs 50 per annum and upwards	,,	800 7 2		
Add aggregate of smaller subscriptions		2098 13 7	,,	
	Total Rupees,	2,899 4 9		
Hurdui District.				
Rájah Hurdeo Bukhsh, Talukdár	Cash.	120 0 0	Uncertain.	For education.
Gujraj Singh, Talukdár	,,	119 4 0	,,	,,
Thakúr Bharutt Singh, Talukdár	,,	120 0 0	,,	,,
Rájah Rundheer Singh, Talukdár	,,	60 0 0	,,	,,
Total of subscriptions of Rs 50 per annum and upwards. ..		419 4 0		
Add aggregate of smaller subscriptions.	Cash.	1285 0 6	,,	,,
	Total Rupees.	1704 4 6		
Kheree District.				
Total subscriptions of Rs 50 per annum and upwards ...		0 0 0		
Add aggregate of smaller subscriptions	Cash.	1635 9 2	Uncertain.	For education.
	Total Rupees.	1635 9 2		
Gondah District.				
Máharájah Sir Mán Singh K. C. S. I. Talukdár of Bishumberpore.	Cash.	540 0 0	Uncertain.	For education.
Thakúrain Surfuraz Kunr. Do. of Biswah	,,	180 0 0	,,	,,
Hurnarain Ram Pandey, Do. of Akberpore ...	,,	240 0 0	,,	,,
Rájah Pirtheeput Singh, Do. of Mankapore ...	,,	240 0 0	,,	,,
Máharájah Sir Drig Bejay Singh, K. C. S. I. Do. of Bulrampore ...	,,	600 0 0	,,	,,
Rájah Kishun Dutt, Do. of Singa Chunda ...	,,	480 0 0	,,	,,
Rájah Rundheer Singh, Do. of Paruspore ...	,,	108 0 0	,,	,,
Thakúr Mirtoonjey Bukhsh, Do. of Shahpore ...	,,	72 0 0	,,	,,
Thakúr Rughubeer Singh, Do. of Dhunnoora ...	,,	84 0 0	,,	,,
Bábú Ajeet Singh, Do. of Deotahah ...	,,	72 0 0	,,	,,
Thakúr Shere Bahádúr Singh, Do. of Komur ...	,,	123 0 0	,,	,,
Total of subscriptions of Rs 50 per annum and upwards ...		2,739 0 0	,,	,,
Add aggregate of smaller subscriptions	Cash.	631 4 0		
	Total Rupees.	3,370 4 0		

TABLE XVI.—*(Continued.)*

Name of Donor.	Description of Donation.	Annual value.	For what period to continue.	Remarks.
Baraich District.				
Rájah Jung Bahádúr Khan, Talukdár of Nanparah	Cash.	58 1 0	Ceased.	For English Teacher Nanparah A. V. T. School.
Nawáb Nisar Ali Khan, Do. of Kokul	,,	324 0 0	Uncertain.	For Nasirgunge and Nawabgunge Aided Schools
Rájah Rundheer Singh, Rájah of Kupoorthullah	,,	459 0 0	,,	For Akonah and Boundee A. V. T. Schools.
	Total Rupees.	841 1 0		
Roy Bareilly District.				
Total of subscriptions of Rs 50 per annum and upwards	,,	0 0 0		
Add aggregate of smaller subscriptions	Cash.	5 0 0	Ceased.	For education.
	Total Rupees,	5 0 0		
Pertabgurh District.				
Dewan Run Bijoy Bahádúr Singh, Minor Talukdár, Puttee Syfabad,	Cash,	60 0 0	Uncertain.	For education.
Add aggregate of smaller subscriptions	,,	379 0 0	,,	,,
	Total Rupees.	439 0 0		
Fyzabad District.				
Meer Baqur Hossein and Guzuffur Hossein, Talukdárs ..	Cash,	120 0 0	Uncertain.	For education.
Mullick Hidayet Hossein, ... Talukdár ..	,,	120 0 0	Ditto,	,,
Rájah Madho Pertab Singh, ... Ditto ..	,,	204 0 0	Ditto,	,,
Jehangeer Buksh Khan, ... Ditto ..	,,	60 0 0	Ditto,	,,
Ram Suroop Singh, ... Ditto ..	,,	60 0 0	Ditto,	,,
Bábú Jumshed Ali Khan, ... Ditto ..	,,	60 0 0	Ditto,	,,
Thakúrain Rughonath Kunr, ... Ditto ..	,,	60 0 0	Ditto,	,,
Rájah Khyrat Ali, ... Ditto ..	,,	132 0 0	Ditto,	,,
Thakúrain Hurdut Kunr, ... Ditto ..	,,	60 0 0	Ditto,	,,
Rájah Shunker Buksh, ... Ditto ..	,,	204 0 0	Ditto,	,,
Bábú Oodresh Singh and Chundres Singh, .. Ditto ..	,,	132 0 0	Ditto,	,,
,, Ameer Singh, ... Ditto ..	,,	120 0 0	Ditto,	,,
,, Joy Dutt Singh, ... Ditto ..	,,	84 0 0	Ditto,	,,
,, Eshree Singh, ... Ditto ..	,,	144 0 0	Ditto,	,,

Mirza Aghajan, ...		Ditto	128 8 0	Ditto
Rájah Shumsher Bahádúr, ...		Ditto	68 8 0	Ditto
„ Ameer Hussan Khan, ...		Ditto	596 9 6	Ditto
Add aggregate of smaller subscriptions under Rs 50 per annum, ..		Ditto	542 15 5	Ditto
		Total Rupees, ..	2,496 13 8	
Hurdui District.				
Bhárut Singh, ...		¼ Per cent on sadr jama.	156 0 0	Ditto
Fuzul Rusool, ...		Ditto	56 0 0	Ditto
Rájah Futtehchund, ...		Ditto	90 9 0	Ditto
Rájah Hurdeo Bukhsh, ...		Ditto	180 0 0	Ditto
Dall Singh, ...		Ditto	98 0 0	Ditto
Mahomed Ushruff, ...		Ditto	59 8 0	Ditto
Wusee Hyder, ...		Ditto	64 0 0	Ditto
Rájah Rundheer Singh, ...		Ditto	140 0 0	Ditto
Nawáb Hossein Alli Khan, ...		Ditto	58 0 0	Ditto
Hushmut Ali, ...		Ditto	153 0 0	Ditto
Add aggregate of smaller subscriptions under Rs. 50 per annum, ..		Ditto	199 8 3	Ditto
		Total Rupees, ..	1,254 9 3	
Kheree District.				
Thakúr Bulbhudder Singh, Talukdár of Mahewa, ...		¼ Per cent on sadr jama.	114 15 6	Ditto
Rájah Unroodh Singh, Do. of Oel, ...		Ditto	175 5 3	Ditto
Rájah Gunga Singh, Do. of Bhoor, ...		Ditto	93 14 0	Ditto
Rájah Ushruff Ali Khan, Do. of Mahomdee, ...		Ditto	31 11 0	Ditto
Add aggregate of smaller subscriptions under Rs 50 per annum, ..		Ditto	99 8 9	Ditto
		Total Rupees, ..	515 6 6	
Fyzabad District.				
Meer Bakur Hossein and Ghúzuffer Hossein	Talukdárs, ..	¼ Per cent on sadr jama.	468 8 0	Ditto
Mullik Hidayet Hossein,	Do. ..	Ditto	453 7 0	Ditto
Bábú Kishun Pershad Singh,	Do. ..	Ditto	204 7 0	Ditto
„ Maheep Narain Singh,	Do. ..	Ditto	169 9 0	Ditto
„ Sheopergash Singh,	Do. ..	Ditto	184 8 0	Ditto
„ Hurdut Singh,	Do. ..	Ditto	222 11 0	Ditto
Jahangeer Bukhsh Khan,	Do. ..	Ditto	59 13 0	Ditto
	Carried over, ..		1762 15 0	

TABLE XVI.—*(Continued.)*

Name of Donor.		Description of Donation.	Annual value.	For what period to continue.	Remarks.
Brought forward, ..			1762 15 0		
Fyzabad District.—*(Continued.)*					
Rájah Khyrat Ali Khan,	Talukdár, ..	½ per cent on sadr jama.	79 14 0	Permanent.	
Rájah Madhopertab Singh,	Do. ..	Ditto	131 12 0	Ditto	
Bábú Ram Suroop Singh,	Do. ..	Ditto	86 0 0	Ditto	
Thakuráin Rughnath Kunr,	Do. ..	Ditto	215 10 0	Ditto	
Thakuráin Hurdass Kunr,	Do. ..	Ditto	102 0 0	Ditto	
Máharájah Mán Singh,	Do. ..	Ditto	563 0 0	Ditto	
Rájah Shunker Bukhsh Singh,	Do. ..	Ditto	354 0 0	Ditto	
Bábú Umrao Singh,	Do. ..	Ditto	77 0 0	Ditto	
,, Oodress Singh and Chundress Singh,	Do. ..	Ditto	293 4 0	Ditto	
,, Seetla Bukhsh Singh,	Do. ..	Ditto	82 0 0	Ditto	
,, Chundika Bukhsh Singh and Joyentee Pershad,	Do. ..	Ditto	64 3 0	Ditto	
Add aggregate of smaller subscriptions under Rs 50 per annum,	..	Ditto	358 1 0	Ditto	
		Total Rupees, ..	4,169 11 0		
Baraich District.					
Rájah of Kupoorthulla and Boundee, ...		½ per cent on sadr jama.	700 0 0	Ditto	
,, Jung Bahádúr,	Nanpara, ...	Ditto	375 0 0	Ditto	
,, Nurput Singh,	Pyagpoor, ...	Ditto	294 0 0	Ditto	
,, Seetla Bukhsh,	Gungoul, ...	Ditto	146 4 0	Ditto	
,, Rughonath Singh,	Rcowah, ...	Ditto	84 8 0	Ditto	
Nawáb Nawazish Ali Khan,	Nawábgunj, Aliabad, ..	Ditto	75 0 0	Ditto	
Moozuffur Hossein,	Wyra Kizul, ...	Ditto	52 0 0	Ditto	
Bhinga wards, ...		Ditto	131 0 0	Ditto	
Add aggregate of smaller subscriptions under Rs 50 per annum,	..	Ditto	68 8 0	Ditto	
		Total Rupees, ..	1,926 4 0		
Gondah District.					
Rájah Kishun Dutt Pandey,	Singa Chunda, ...	½ per cent on sadr jama.	925 0 0	Ditto	
Hur Narain Ram Pandey,	Akberpoor, ...	Ditto	104 8 0	Ditto	
Rájah Rundheer Singh,	Paruspoor	Ditto	102 8 0	Ditto	
Ranee Surfaraz Kunr,	Etala Khúrd, ...	Ditto	58 8 0	Ditto	
Thakurain Surfaraz Kunr,	Birwah, ...	Ditto	81 0 0	Ditto	

Sir Máharájah Mán Singh K. C. S. I., ... Talukdár, ..	,,	600 0 0	Uncertain.	For education.
Bábú Oobhoy Dutt Singh, ... Ditto ..	,,	60 0 0	Ditto	,,
Total of subscriptions of Rs 50 per annum and upwards, ..	,,	2,220 0 0		
Add aggregate of smaller subscriptions, ...	Cash,	701 5 0	Ditto	,,
	Total Rupees,	2,921 5 0		
SULTANPOOR DISTRICT.				
Total of subscriptions of Rs 50 per annum and upwards, ..	,,	0 0 0		
Add aggregate of smaller subscriptions, ...	Cash.	225 0 0	Ceased.	For education.
	Total Rupees,	225 0 0		
Grand Total	Rupees, ..	16,157 15 5		
Talukdári subscriptions not collected through District Officers.				
GONDAH DISTRICT.				
Máharájah Sir Drig Bijay Singh, K. C. S. I., Talukdár of Bulrampoor,	Cash,	2,151 0 0	Uncertain,	For Bulrampoor Suddur and Mofussil Schools
	Total Rupees,	2,151 0 0		
SEETAPOOR DISTRICT.				
Rájah Ameer Hussun Khan, Talukdár of Mahmoodabad, ...	Cash,	787 8 0	Ditto	For Mahmoodabad School.
	Total, Rupees,	787 8 0		
Grand Total	Rupees, ..	2,938 8 0		

SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.

LUCKNOW DISTRICT.				
Pirthee Pal Singh, Talukdár of Mahgawan, ...	¼ Per cent on sudder juma.	65 12 3	Permanent.	
Mukrund Singh, Do. of Rampoor, Akoulee, ...	Do.	64 3 0	Ditto	
Mahomed Ahmud, ...	Do.	72 0 6	Ditto	
Add aggregate of smaller subscriptions under Rs. 50 per annum, ..	Do.	284 4 9	Ditto	
	Total Rupees,	486 4 6		

TABLE XVI.—(*Continued.*)

Name of Donor.	Description of Donation.	Annual value.	For what period to continue.	Remarks.
Oonao District.				
Chaudrí Gopal Singh, Talukdár of Mahmoodabad, ...	½ Per cent on sadr jama.	74 12 0	Permanent.	
,, Hushmut Ali, Do. of Araish, ...	Do.	63 1 0	Ditto	
Mahunt Hur Charan Dass, Do. of Muswasee, ...	Do.	125 13 3	Ditto	
Rájah Kanhia Lall, Do.	Do.	237 12 3	Ditto	
Buldeo Bukhsh, Do. of Akowree, ...	Do.	64 11 0	Ditto	
Shunker Bukhsh, Do. of Pahoo Golaria, ...	Do.	70 0 0	Ditto	
Babú Rám Sahoy, Do. of Bunthur, ...	Do.	51 8 0	Ditto	
Add aggregate of smaller subscriptions under Rs 50 per annum, ..	Do.	381 5 6	Ditto	
	Total Rupees,	1,068 15 0		
Barabunkee District.				
Rajáh Furzund Ally Khan, Talukdár of Jehangeerabad, ...	½ Per cent on sadr jama.	221 1 1	Ditto	
,, Narindan Báhadúr, Do. of Haraha, ...	Do.	374 0 0	Ditto	
Roy Ibrambullee, Do. of Rampoor, ...	Do.	132 0 5	Ditto	
Ranee Talemand Koour, Do. of Soorujpoor, ...	Do.	184 7 11	Ditto	
Meer Raza Hossein, Do. of Nurowlee, ...	Do.	73 9 6	Ditto	
Badsha Hossein Khan, Do. of Bhutwahmow, ...	Do.	69 14 0	Ditto	
Rajáh Surubjeet Singh, Do. of Ramnuggur, ...	Do.	142 11 5	Ditto	
Add aggregate of smaller subscriptions under Rs 50 per annum, ..	Do.	467 6 3	Ditto	
	Total Rupees,	1,665 2 7		
Seetapoor District.				
Nawáb Amjud Ali Khan, ...	½ Per cent on sadr jama	95 14 0	Ditto	
Sheo Bukhsh Singh, ...	Do.	211 7 9	Ditto	
Runjeet Singh, ...	Do.	75 5 6	Ditto	
Raghubur Dayal, Seeta Ram, ...	Do.	103 0 8	Ditto	
Anunt Singh and Bulwunt Singh, ...	Do.	51 10 10	Ditto	
Goman Singh, ...	Do.	110 9 0	Ditto	
Jawahir Singh, ...	Do.	134 13 0	Ditto	
Rájah Ibad Ali Khan, ...	Do.	243 14 0	Ditto	
Hureehur Bukhsh, ...	Do.	133 10 0	Ditto	

Rájah Pirthee Put Singh,	Mankapoor, ...	Ditto	79	0	0	Ditto
Thakúr Mirtoonjaí Bukhsh,	Shahpoor, ...	Ditto	74	8	0	Ditto
„ Sher Bahádúr Singh,	Kumsar, ...	Ditto	65	8	0	Ditto
„ Rughobur Singh,	Dhumwah, ...	Ditto	86	4	0	Ditto
Mahunt Hur Charan Doss,	Busuntpoor, ...	Ditto	60	12	0	Ditto
Add aggregate of smaller subscriptions under Rs 50 per annum, ..		Ditto	94	8	0	Ditto
		Total Rupees, ..	1,732	0	0	
	Grand total	Rupees, ..	15,315	2	6	

ROY BAREILLY DISTRICT.

Rájah Shunker Bukhsh,	Talukdár of Kkajoorgaon, ..	½ per cent on sadr jama.	607	8	0	Ditto
Rájah Sheopal Singh,	Do. of Moorarmow, ..	Ditto	276	14	0	Ditto
Thakúr Adjodhia Bukhsh,	Do. of Charoohur, ..	Ditto	97	0	0	Ditto
Sirdár Singh,	Do. of Chundania, ..	Ditto	107	14	0	Ditto
Mussummat Uchul Kunr,	Do. of Goura Kanta, ..	Ditto	156	12	0	Ditto
Rájah Hindpal Singh,	Do. of Kooree Sadowlee, ..	Ditto	122	9	0	Ditto
Chaudrí Surfaraz Ahmud,	Do. of Bhelwul, ..	Ditto	66	13	0	Ditto
Captain Goolab Singh and brothers,	Do. of Bela Bhela, ..	Ditto	143	4	0	Ditto
Ubdool Hukeem Khan & Saadut Khan	Do. of Amanaon, ..	Ditto	72	8	0	Ditto
Balgobind,	Do. of Koorhur Sutawan, ..	Ditto	142	1	0	Ditto
Mussummat Dariao Kunr,	Do. of Semurpaha, ..	Ditto	190	10	0	Ditto
Rájah Jugmohun Singh,	Do. of Kúmbhrawan, ..	Ditto	84	8	0	Ditto
Rájah Beharee Lall,	Do. of Thoolendee, ..	Ditto	134	4	0	Ditto
Rájah Oomrao Singh,	Do. of Pokhra Oonsaree, ..	Ditto	113	7	0	Ditto
Chaudhrí Bulbhudder Singh,	Do. of Behrowlee, ..	Ditto	84	4	0	Ditto
Thakúr Shunker Singh grandson of Bhoop Singh, Talukdar of Paho,		Ditto	50	15	0	Ditto
Urjoon Singh and Mohesh Bukhsh, Talukdár of Putna Behar, ..		Ditto	85	2	0	Ditto
Thakúr Juggur Nath Bukhsh, Talukdár of Simree, ...		Ditto	141	4	0	Ditto
Add aggregate of smaller subscriptions under Rs 50 per annum. ..		Ditto	592	5	0	Ditto
						Ditto
		Total Rupees, ..	3,269	14	0	

SULTANPOOR DISTRICT.

Kalka Buksh Singh,	Talukdár of Rampoor, ..	½ per cent on sadr jama.	50	0	0	Ditto
Bábú Ukber Ali Khan,	Do. of Muniarpoor	Ditto	120	4	11	Ditto
Rájah Khyrat Ali Khan,	Do. of Hussunpoor,	Ditto	305	0	0	Ditto
Bábú Kamtapershad and Bish Nath Singh,	Do. of Bhudrayan,	Ditto	64	10	5	Ditto
Rájah Lall Madho Singh,	Do. of Amethee, ..	Ditto	722	10	7	Ditto
„ Jug Mohun Singh,	Do. of Chandapoor,	Ditto	136	9	10	Ditto
„ Jugpal Singh,	Do. of Tiloe, ..	Ditto	186	0	0	Ditto
	Carried over,	Total Rupees, ..	1,585	3	9	

TABLE XVI.—(*Continued.*)

Name of Donor.	Description of Donation.	Annual Value.	For what period to continue.	Remarks.
Brought forward,	Rupees, ..	1,585 3 9		
SULTANPOOR DISTRICT.—(*Continued.*)				
Rájah Rundbeer Singh and Pertab Singh, Talukdár of Seonee, ..	¼ per cent on sadr jama.	60 12 9	Permanent.	
Rájah Juggur Nauth Buksh, Do. of Jumoo, ..	Ditto	85 6 11	Ditto	
Chowdhree Surfaraz Ahmed, Do. of Sobehah, ..	Ditto	157 4 6	Ditto	
Ranee Radha Beebee, Do. of Mohana, ..	Ditto	109 1 3	Ditto	
Bábú Surubjeet Singh, Do. of Tikaree, ..	Ditto	59 15 0	Ditto	
Add aggregate of smaller subscriptions under Rs 50 per annum. ..	Ditto	169 9 10	Ditto	
	Total Rupees, ..	2,227 6 0		
PERTABGURH DISTRICT.				
Hurdut Singh, Talukdár of Pirtheepoor,	¼ Per cent on sadr jama.	104 14 3	Ditto	
Bábú Hunooman Buksh, Do. of Domepoor ..	Ditto	178 3 2	Ditto	
„ Bujrung Bahádúr Singh, Do. of Baispoor, ..	Ditto	74 9 2	Ditto	
„ Dan Bahádúr Paul, Do. of Dandekach,	Ditto	107 11 9	Ditto	
„ Bulbhudder Singh, Do. of Soojakhur,	Ditto	72 5 3	Ditto	
„ Roy Juggut Bahádúr Singh, Do. of Bhadie, ..	Ditto	366 3 4	Ditto	
Thakúrain Baij Nauth Kunr, &c., Do. of Koondrajeet	Ditto	217 14 2	Ditto	
„ Kublass Kunr, &c., Do. of Powansee ..	Ditto	217 7 10	Ditto	
Lalla Seetla Buksh, &c., Do. of Dhungurh ..	Ditto	77 11 11	Ditto	
Rájah Ram Paul Singh, Do. of Rampoor, .	Ditto	457 14 5	Ditto	
„ Jugaishur Buksh, Do. of Khytola, ..	Ditto	80 7 11	Ditto	
Sheodut Singh, Do. of Oomran, ..	Ditto	69 9 0	Ditto	
Hur Chund Singh, &c., Do. of Bhagowhee..	Ditto	162 2 0	Ditto	
Muzhur Hossein, Do. of Seroy Sehjan,	Ditto	50 6 0	Ditto	
Bábúain Teadun Kunr, Do. of Noorooddeen-poor,	Ditto	60 14 10	Ditto	
Rájah Jug Paul Singh, Do, of Moostafabad,	Ditto	198 3 6	Ditto	
Drig Bijoy Singh and Bisheshur Buksh Do. of Roypoor Bichar,	Ditto	98 0 6	Ditto	
Roy Madho Pershad, Do. of Adhargunge,	Ditto	217 3 6	Ditto	
Thakúrain Ajeet Kunr, Do. of Puttee Syfabad Hissa 9-20	Ditto	246 13 0	Ditto	

Dewan Ram Bijoy Bahádúr Singh, Do. of Puttee Syfabud Hissa 11-20	Ditto	296 15 3	Ditto
Add aggregate of smaller subscriptions under Rs 50 per annum,	Ditto	930 7 0	Ditto
	Total Rupees, ..	4,286 1 9	
Grand Total of Subscriptions collected in 1868-69.	...	25,098 8 3	
Recapitulation.			
Grand total of talukdári subscriptions to Government and Private Schools (excluding Canning College) collected through District Officers during 1868-69	..	16,157 15 5	
Do. do. do. to Private Schools not collected through District Officers during 1868-69	..	2,938 8 0	
Do. do. to Canning College collected during 1868-69,.. ..	..	25,098 8 3	
Grand Total	Rupees, ..	44,194 15 8	

Lucknow,
Office of Director of P. I., Oudh.
The 18th July 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh during the year 1868-69.

			Salaries			Scholarships			Buildings.			Contingencies and Books			Grants-in aid.			Total.		
			Rs.	A.	P	Rs.	A.	P	Rs.	A.	P	Rs.	A	P	Rs.	A.	P.	Rs.	A.	P.
	GENERAL ESTABLISHMENTS	From Imperial Revenues,	44,249	4	9	0	0	0	0	0	0	24,470	15	2	0	0	0	68,720	3	11
		„ One per cent educational cess fund,	2,831	1	1	0	0	0	0	0	0	8,786	4	0	0	0	0	11,617	5	1
		„ Other sources,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	GOVERNMENT COLLEGES AND SCHOOLS.																			
General	Higher Class	From Imperial Revenues,	11,161	11	1	1,032	7	6	339	15	6	950	10	9	0	0	0	13,484	12	10
		„ One per cent educational cess fund,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources,	2,229	1	3	60	15	0	0	0	0	251	0	0	0	0	0	2,541	0	3
	Middle Class	From Imperial Revenues,	56,542	2	6	2,357	5	9	1,058	9	10	6,566	8	2	0	0	0	66,524	10	3
		„ One per cent educational cess fund, ...	2,581	11	6	0	0	0	0	0	0	0	0	0	0	0	0	2,581	11	6
		„ Other sources,	13,474	6	6	679	12	0	0	0	0	982	6	11	0	0	0	15,136	9	5
	Lower Class	From Imperial Revenues,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ One per cent educational cess fund,	43,183	13	3	0	0	0	29,495	0	0	4,444	8	4	0	0	0	77,123	5	7
		„ Other sources. ...	0	0	0	0	0	0	0	0	0	3,877	7	6	0	0	0	3,877	7	6
	Female Schools,	From Imperial Revenues,	3,078	11	3	0	0	0	22	0	0	86	15	0	0	0	0	3,187	10	3
		„ One per cent educational cess fund,	622	6	11	0	0	0	0	0	0	0	0	0	0	0	0	622	6	11
		„ Other sources, ...	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0
	Jail Schools,	From Imperial Revenues,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources, ..	300	0	0	0	0	0	0	0	0	60	0	0	0	0	0	360	0	0
Special.	Normal Schools,	From Imperial Revenues,	3,750	5	4	2,071	8	6	18	13	9	1,611	9	0	0	0	0	7,452	4	7
		„ One per cent educational cess fund, ...	3,446	9	4	8,037	2	6	0	0	0	1,410	8	9	0	0	0	12,894	4	7
		„ Other sources.	0	0	0	0	0	0	0	0	0	359	4	3	0	0	0	359	4	3

	PRIVATE COLLEGES AND SCHOOLS.																						
General.	Private Colleges,	From Imperial Revenues, ...	0	0	0	1,450	12	10	0	0	0	0	0	0	4,305	0	0	5,755	12	10
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources, ...	0	0	0	0	0	0	0	0	0	0	0	0	6,005	3	0	6,005	3	0
	PRIVATE SCHOOLS.																			
	Higher Class,	From Imperial Revenues, ...	0	0	0	446	0	0	0	0	0	0	0	0	22,125	0	0	22,571	0	0
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources, ...	0	0	0	0	0	0	0	0	0	0	0	0	17,760	5	1	17,760	5	1
	Middle Class,	From Imperial Revenues ...	0	0	0	40	0	0	3,298	0	0	0	0	0	15,553	11	6	18,891	11	6
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	455	4	0	455	4	0
		„ Other sources, ...	0	0	0	0	0	0	3,298	0	0	0	0	0	16,734	6	10	20,032	6	10
	Lower Class,	From Imperial Revenues, ...	0	0	0	0	0	0	2,835	0	0	0	0	0	3,773	3	7	6,608	3	7
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	488	1	2	488	1	2
		„ Other sources, ...	0	0	0	0	0	0	10,297	0	0	0	0	0	5,781	2	7	16,078	2	7
	Female Schools,	From Imperial Revenues, ...	0	0	0	0	0	0	0	0	0	0	0	0	4,592	0	0	4,592	0	0
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources, ...	0	0	0	0	0	0	0	0	0	0	0	0	6,198	0	8	6,198	0	8
Special.	Normal Schools,	From Imperial Revenues. ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ One per cent educational cess fund, ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		„ Other sources ...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total of Imperial Revenues, ...		1,18.782	2	11	7,398	2	7	7,572	7	1	33,686	10	1	50,348	15	1	2,17,788	5	9
	„ of one per cent educational cess fund, ...		52,665	10	1	8,037	2	6	29,495	0	0	14,641	5	1	943	5	2	1,05,782	6	10
	„ of other sources		16,015	7	9	740	11	0	13,595	0	0	5,530	2	8	52,479	2	2	88,360	7	7
	Grand Total, ...		1,87,463	4	9	16,176	0	1	50,662	7	1	53,858	1	10	1,03,771	6	5	4,11,931	4	2

LUCKNOW.
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June, 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX B.

Table I.—Results of the Examination of the University of Calcutta for the year 1868-69.

Name of Examination.	Number of affiliated colleges.	Number of their students.	Number of candidates.	Average age.	Educated in		Religion.				Passed.			Net cost to State.	REMARKS.
					Government schools.	Private schools.	Christians.	Hindoos.	Mahomedans.	Others.	First Division.	Second Division.	Third Division.		
Entrance Examination,	...	† 1730	†38	...	9	†29	†7	20	†11	...	†11	†18	2	*36056	* This is the net cost to Government of the four Institutions, (Canning College School Department, Bulrampoor school, Fyzabad school, and Gonao school.) † These include information for the La Martiniere College also.
First Examination in Arts, ...	1	24	3	...	...	3	...	3	...	...	...	2	1	5756	
B. A. Examination, ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M. A. Examination,..	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
B. L. Examination, ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. L. Examination, ..	...	..	...	...	..	...	...	...	...	...	...	...	...	...	
L. M. S. First Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S. Second Examination, ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
B. M. Examination,..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M. D. Examination,..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL,.. ..	1	1754	41	...	9	32	7	23	11	...	11	20	3	41812	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX B.

TABLE II.—General Statement of Educational Institutions in the Province of Oudh in the year 1868-69.

	GOVERNMENT INSTITUTIONS												PRIVATE INSTITUTIONS, AIDED, AND UNAIDED.														
					Teachers.		Income.			Number of Persons instructed in			Class.						Income.			Number of persons instructed in					
	Number.	Number of students on roll.	Average attendance daily.	Average age.	Christian.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindoo.	Mahomedan.	Christian.	Total.	Average attendance daily.	From endowment.	From fees.	From Government grants.	English.	Vernacular.	General.	Grand total schools.	Grand total average attendance.	Proportion of attendance to population.
							Rs.	Rs.	Rs.										Rs.	Rs.	Rs.						
Colleges.																											
Arts,	...	...	...	...	...	...	...	...	...	...	...	...	1	..		...	1	14	6002	3	5756	24	...	24	1	14	As 1 to 854, the population of Oudh, being estimated at 8,000,000.
Professional,	...	...	...	...	...	...	...	...	...	...	...	...	..	..		.	.	...	...	...	...	...	...	...	..	...	
Schools.																											
Higher,	2	578	494	...	1	17	14601	1425	16026	375	866	183	2	.	...	...	2	649	25915	3738	22571	593	677	229	4	1143	
Middle,	48	6022	4744	...	3	128	77195	7048	84243	2093	7934	1709	24			..	24	1634	15134	3204	15594	1100	2138	806	72	6378	
Lower,	485	18351	12984	..	..	599	43544	3877	47421	...	17959	1458	35	.		..	35	1132	5893	395	3773	..	1093	149	520	14116	
Girls' Schools.																											
Higher,	...	...	...	...	...	...	...	...	...	...	...	...	.	..	..		.	...	...	...	..	.	...	...	..	...	
Middle,	...	...	...	...	..	...	...	...	...	...	...	...		..	..	1	1	21	1104	1878	1800	32		...	1	21	
Lower,	33	653	467	...	..	33	3822	...	3822	...	653	3	9	..	...	.	9	204	2817	...	2792	4	276	...	42	671	
Normal Schools.																											
For Masters,	1	205	189	...	1	8	19153	...	19153	...	410	129		.		.	.	...	...	...	...	...	...	..	1	189	
For Mistresses,	1	22	19	...	1	1	1553	...	1553	...	22	...	.	.			.	...	...	...	...	...	. .	...	1	19	
Total,	570	25831	18897	...	6	786	159868	12350	172218	2468	27844	3482	71		..	1	72	3654	56865	9218	52286	1753	4184	1208	642	22551	As 1 to 354

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th June 1869.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX C.

SCHEME OF STUDIES FOR ZILLAH SCHOOLS IN OUDH.

CLASS VII. (*First year.*)

URDU, ...	*Reading.*	Mufid-ul-mubtadi, ...	2 Hours daily.
	Writing.	Copy on takhties every letter, word, and sentence as read in the Mufid-ul-mubtadi, ...	
	Arithmetic.	Figures and Multiplication Table to 12 times, ...	1 Hour.
NAGRI,...	*Reading.*	Barn Prakasika,...	2 Hours.
	Writing.	As in Urdu, ...	

CLASS VI.—(*2nd year*).

ENGLISH,	*Reading.*	Howard's Primer with meanings (Write out the translation on Saturdays), ...	2 Hours.
	Writing.	Copies on Slates (capital letters, small letters, large and round hand sentences), ...	
URDU, ...	*Reading.*	Daira Ilm-ul (1st half year) and Insha Urdu (2nd half year), ...	2 Hours.
	Writing.	Write to dictation on takhties the lessons in D. I. and copy on paper with proper Alqabs, &c., the letters from I. U., on takhties (Copies, and copy reading lessons: extreme neatness necessary). ...	
	Arithmetic.	Numeration, Notation, 1st four rules,	1 Hour.
NAGRI,...	*Reading.*	Patr Dipka, (3 times a week,)	1 Hour.
	Writing.	As in Urdu, (twice a week), ...	

CLASS V.—(*3rd year*).

ENGLISH,	*Reading.*	Howard's II Book Part I (Vide Remark in class VII) 1 hour daily,	2 Hours.
	Writing.	Large *and Round* hand copies in copy books (thrice weekly for 1 hour), ...	
	Translation.	Baboo Mathura Pershad's Primer, (twice weekly, exercises to be written out neatly on Saturdays), ...	
URDU, ...	*Reading.*	Haqaiq-ul-Moujudat; the whole, ...	2 Hours.
	Writing.	Letters copied or *original*, on paper, Dictation on Slates, Penmanship: N. Kishore's copy books: the headings to be copied on takhties first and afterwards on paper, ...	
	Grammar.	Qawaid Urdu Part II to the end of Jumla Inshayi, (2 hours weekly,) with parsing and derivation in the Reading Lesson, ...	1 Hour.
NAGRI,...	*Reading.*	Bidyankur Lessons 1 to 18 (2 hours weekly), ...	
	Writing.	As in Urdu, (1 hour weekly), ...	

URDU, ...	*Arithmetic.*	Reduction and compound rules: (examples from Mubadi-ul-Hisab, Zubdat-ul Hisab, &c. &c., Four hours weekly.) (English & Urdu figures.)	1 Hour.
	Geography.	As in Awul Jagrafia to the end of Asia (orally or by books as most convenient.)	

CLASS IV. *3th year.*)

ENGLISH,	*Reading.*	Piary Charn's Reader No. III (Vide remark in Class VI.) ...	2 Hours.
	Writing.	Large round, and small hand copies in copy-books (thrice weekly for 1 hour.)	
	Grammar.	Grammatical Primer, pages 1 to 26 (twice a week for 1 hour)	
	Translation.	Urdu into English from Insha Urdu I. (twice weekly for 1 hour.	
NAGRI,...	*Reading.*	Bidyankur, twice weekly for 1 hour.	1 Hour.
	Writing.	Dictation from ditto, once a week for 1 hour.	
URDU PERSIAN,	*Reading.*	Waqiat Hind to the death of Jehangir, (remainder,) & Gulzar Dabistan: alternately.	2 Hours.
	Writing.	Newul Kishore's copy-books. Original letters and exercises, and translation from Persian on paper, thice weekly for 1 hour. ...	
	Grammar.	Zawabit-i-Farsi (whole) with parsing in the reading lesson. Twice weekly for one year.	
URDU, ...	*Arithmetic.*	Vulgar and Decimal Fractions, (Vide remark in class V) 4 hours a week.	1 Hour.
	Geography.	As in Awul Jagrafia, remainder.	

CLASS III. *5th year.*

ENGLISH,	*Reading.*	Howard's III. Book. Part I. pp. 9-99. omitting Lessons 4, 25, 30 and 37, one hour daily. (easy parsing the last quarter of the hour.)	1 Hour.
	Writing.	Large round & small hand copies in copy-books, twice a week for 1 hour. Dictation on slates one hour a week.	
	Translation.	Urdu into English from Haqaiq-ul-moujudat. Twice weekly for one hour, ...	
	Grammar.	Grammatical Primer, remainder with revision of the whole. Twice weekly for one hour.	
	Geography.	Outlines of Geography, to the end of Asia. (a) Twice weekly for 1 hour.	

(a) The richer Boys may buy the "Manual" which will be useful in the Entrance class In the lower classes the large print only need be read.

URDU ENGLISH.	*Reading.*	Waqiat Hind (remainder) and Dustur us Sibyan on alternate days,	3 Hours.
	Writing,	Original essays, and translations from Persian : twice weekly for 1 hour.	
		Translation from English Reader into Urdu : thrice weekly for 1 hour.	
	Arithmetic.	Simple and Compound Proportion, Examples involving Vulgar & Decimal Fractions from all the text books available. Thrice weekly for 1 hour.	
	Geometry.	Tehrir Uclidus Books I and II.	

N. B. Examination in writing every Saturday in this and higher classes.

CLASS II. *6th year.*

ENGLISH,	*Reading,*	Howard's III. Book part 2. only Lessons I to III. the Geographical Lessons & Lessons on money matters : and the Poetical Lessons 4, 11, 20, 22, 36 and 48 : one hour daily including parsing.	3 Hours.
	Writing.	Dictation on slates, twice weekly for 1 hour. Copy books, once; Translation from Waqiat Hind twice, ...	
	Grammar.	Parsing and derivation in the daily reading lesson.	
	Geography.	Outlines of Geography : Europe. Three times a week for 1 hour.	
	History.	Landmarks of Ancient History Chaps. I to VII. Twice a week.	
MATHEMATICS (ENGLISH)	*Arithmetic.*	Revise rules previously learned in Urdu. Thrice weekly.	1 Hour.
	Algebra.	First 4 Rules & Fractions. Twice weekly.	
	Geometry.	Euclid Books I & II with easy deductions, four times a week. ...	2 Hours.
URDU PERSIAN,	*Reading.*	Akhlaq mohsini, ...	
	Writing.	Translation from English Reader : twice a week.	
		Original exercises and translation from and into Persian (evening lesson.)	

CLASS I. (*7th year.*)

ENGLISH,	*Reading.*	Half the University Entrance Course for the following year thrice weekly.
	Grammar.	Hiley's Grammar, Syntax. Twice a week. ... ...
	Composition.	Translation from the Urdu Course: twice a week in class, (prepare at home.) Paraphrasing, and written answers, thrice weekly. Written Examination every Saturday. ...
	History.	Landmarks of Ancient History (remainder). Thrice weekly. Marshman's India, Chapter I to VII. Thrice weekly. ... ...
	Geography.	Outlines of Geography, remainder. Twice weekly. ... ...
MATHEMATICS,	*Arithmetic.*	Practice, Interest, Square and Cube root, Profit and Loss, Stocks &c. &c. Twice weekly. ... ...
	Algebra.	Involution, Evolution and Simple Equations (Colenso) with examples from Wood. Thrice weekly. ...
	Geometry.	Euclid III and IV with easy deductions. Twice weekly. ... ...
URDU PERSIAN,	*Reading.*	Half the University Entrance Course for the following year. Twice weekly. Nigar Danish I to III once a week, to be prepared at home. ...
	Writing.	Translation from English. Evening lesson twice a week, once in class.
	Grammar.	Forbes' Hindustani Grammar. Sections II to IV orally once a week.

ENTRANCE CLASS (*8th year*)

Entrance Course for the year.

LUCKNOW:
OFFICE OF DIRECTOR P. I., OUDH,
The 10*th August* 1868.

W. HANDFORD,
Director of P. I., Oudh.

No. 263 of 1870-71.

FROM

H. B. HARINGTON, ESQUIRE, M. A.,

Offg. Director of Public Instruction in Oudh,

To

CAPTAIN A. MURRAY,

Offg. Junior Secy. to Chief Commissioner, Oudh.

Dated Lucknow, the 30th May 1870.

SIR,

I have the honour to submit the Report of Public Instruction in Oudh for 1869-70, the duty of preparing which has been thrown on me by the lamented and untimely death of the late Director, Mr. Handford.

Sections.

2. It is divided into the following sections :—

I. Controlling agencies.

II. Financial and general statistics.

III. University examinations.

IV. Government schools.

V. Private schools under Government inspection.

VI. Scholarships.

VII. Employment of students in the public service.

VIII. The English language in Indian education.

IX. The book department.

X. Notice of officers.

The arrangement of paragraphs in last year's report has been adhered to.

I.—CONTROLLING AGENCIES.

Supervision.

3. No addition to the supervising staff has been made during the year. The request that a Deputy Inspector might be appointed to Kheree was negatived on grounds of financial pressure. The want is severely felt.

Supervising staff.	Number of officers in	
	1868-69.	1869-70.
Director of Public Instruction, ...	1	1
Senior Inspector, ...	1	1
Junior ditto, ...	1	1
Deputy Inspectors, ...	10	10
Total, ...	13	13

4. The system of ensuring *thorough* inspection has been carried out. The total number was 2,977 as against 2,411 of last year. The number of schools being 717, the average number of personal visits to each school has been 4·1. Inspections

Inspecting officers	Number of inspections
By the Director of Public Instruction, ...	103
Senior Inspector, ...	175
Junior ditto, ...	192
Deputy Inspectors, ...	2,507
Total, ...	2,977

5. The following is the return of Deputy Inspectors :— Deputy Inspectors

Name	District.	Grade.	Salary.	Village schools in the district	Number of inspections made during the year
Pandit Sheo Narayen, ...	Lucknow, .	1st	150	38	361
Múnshí Ameen ud deen, ...	Oonao, ...	2nd	125	65	247
Babú Keshub Chundra Deb, ...	Seetapoor,	2nd	125	*63	†301
Múnshí Mahomed Hosein, ...	Roy Bareilly,	3rd	100	61	238
Múnshí Hunooman Pershad, ...	Barabunkee,	3rd	100	66	284
Múnshí Imdad Hosein, ...	Hurdui, .	4th	80	66	263
Múnshí Bishumbher Dayal, ...	Fyzabad, ..	4th	80	‡47	§215
Múnshí Imdad Hosein, ...	Sultanpoor,	4th	80	52	269
Múnshí Kiyam-ud-deen, ...	Portabgurh,	4th	80	53	160
Pandit Sheo Narayen Tiwaree, ...	Baraich, .	4th	80	31	169
Total, ..				542	2,507

* Includes twelve village schools in zillah Kheree.
† Do. twenty-three inspections of schools in zillah Kheree
‡ Do. one village school in zillah Gondah.
§ Do. four inspections of schools in zillah Gondah.

Múnshí Mool Chund it was found necessary to dismiss for neglect of duty. Múnshí Munni Lal was transferred without loss of pay to the second mastership of the Baraich zillah school. Moulvee Kiyam-ud-deen was reduced from 2nd to 4th grade. Pandit Sheo Narayen again heads the list in number of inspections.

6. All departmental reports bear testimony to the interest taken in schools by the district officers, and to the cordial and valuable assistance they have given. Visits by district officers.

7. The instructions embodied in page 139 of the Digest of the Chief Commissioner's Circulars have met with varying attention in different districts. School committees

In Lucknow the committees have worked assiduously and well. Mr. Quinton, the Deputy Commissioner, writes "the educational sub-committee of the (Malihabad) tahsíl takes great interest in the school, and among the members of it, I would especially name Múnshí Azeez-ud-deen, Extra Assistant Commissioner. Talúkdars Mahomed Ahmed Khan and Mahomed Nasím Khan lend the handsome bárádurec in which LUCKNOW DIVISION Lucknow.

the school is held. Mahomed Ahmed Khan sends his kinsmen as pupils, which example has a good effect on the respectable people of the town." As will be noticed presently, the results are such as might be expected, an excellent school at Malihabad. The district educational committee met towards the close of the year. Their resolutions contain many valuable and practical suggestions which are under consideration.

The Mohunlalgunj tahsíl sub-committee "met, with one exception, every quarter, and made various recommendations, which shewed that they took an intelligent interest in the working of the schools of their tahsíl." As regards school committees of this district, little remains to be desired.

Oonao.

From Oonao, Colonel Chamier reports that nothing has been done in the way of forming a committee, but that the subject will receive attention during the present year.

Barabunkee.

Of Barabunkee, the Deputy Commissioner reports as follows:— "Educational committees were appointed in this district in the following towns, central committee Nawabgunj; sub-committees Futtehpoor, Ramnuggur, Durriabad, Rodoulí, and Zaidpoor. The only one of these where the committee has worked is Futtehpoor. The additional buildings were decided upon to the school, and Rája Tajammal Hosein Khán proposed the appointment of a teacher of Arabic."

SEETAPOOR DIVISION

Seetapoor.

Of Seetapoor, the Officiating Deputy Commissioner, Mr. Gibson, remarks: "Committees for inspection of schools exist throughout the district. I am not aware of any operation taken by them during the year under review." Major Thompson adds: "I am sorry more is not made of these committees. It might be a good way of interesting members in their work if they were made to feel that their assistance is of some importance." The remedy is clearly in his own hands. The Deputy Inspector "is sorry to state that he has not yet succeeded in persuading the committees to hold their periodical meetings to devise means for the furthering the prosperity of the schools of the respective tahsíls. If it please God he has every reason to hope, through the assistance of the Seetapoor Tehzeeb, he will be able to gain the object in view."

Hurdui.

From Hurdui, the report is that the head masters of the schools complain generally that local committees, talúqdars, and other influential men take no interest in education and never visit the schools. Among committees, that of Bilgram, and among native officials Mahomed Kareem Khán, táhsíldar of Sandilah, must be excepted.

Kheree

From Kheree there is no trace of a committee.

FYZABAD DIVISION.

Fyzabad.

Mr. Sparks, Officiating Deputy Commissioner of Fyzabad says that "the school committees met during the year. Reports of the sub-committees were discussed as prescribed."

Gondah and Baraich.

In Gondah, the committee sat regularly, and in Baraich has shown signs of vigorous vitality. Mr. Carnegy indeed says "the school committees have in my opinion done all that could in fairness be expected of them in the way of supervision."

In Pertabgurh the committee met regularly. ROY BAREILLY DIVISION. Pertabgurh.

In Sultanpoor they do not seem to have met at all. Sultanpoor.

The Roy Bareilly report is still wanting. Roy Bareilly.

On the whole, progress seems to have been made during the year, though the subject has in some districts failed to secure the attention which it deserves.

II.—FINANCIAL AND GENERAL STATISTICS.

8. Expenditure under the three heads (1) direction, (2) inspection, and (3) instruction, is shewn in the following statement. The corresponding percentage in the final column of 1868-69, was 5., 9, and 86., respectively. The Imperial Grant for the year under review was Rs. 2,40,600, of which Rs. 16,382 remained unexpended at its close. Expenditure.

Heads of expenditure.	Expenditure during 1869-70.			
	From Imperial Funds.	From Local Funds.	Total.	Percentage.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Direction, and its subsidiary charges, ...	20,744 8 9	104 0 0	20,848 8 9	4·7
Inspection and its subsidiary charges, ...	37,881 6 7	4,223 5 8	42,104 12 3	9·6
Instruction (including all educational expenditure not coming under the above heads.)	1,65,591 10 11	2,09,105 2 6	3,74,696 13 5	85·7
Total, ...	2,24,217 10 3	2,13,432 8 2	4,37,650 2 5	100

9. Under local funds is included (1) expenditure from the school cess, (2) school fees, (3) general subscriptions under the control of Government officials and local committees, and (4) private expenditure in missionary and a few inspected schools whose funds are privately administered. What local funds include.

The analysis in the margin shews this distribution in detail. Distribution of local expenditure.

Expenditure 1869-70 from

(1)	The cess, ...Rs.	1,18,120
(2)	Fees in Govt. schools, ... „	14,867
(3)	General subscriptions, ... „	68,475
(4)	Fees in schools maintained from general subscriptions, ... „	9,562
(5)	Other funds, ... „	2,409
	Total, ... „	2,13,433

10. As regards local expenditure generally it may be enough to remark that it yearly approximates more closely to that from imperial funds.

The subject of municipal contributions demands a more detailed examination. Municipal expenditure.

It is urged by Mr. Quinton in his report that "the municipality of "Lucknow have been reflected upon in the reports of educational officers "for their want of liberality in the encouragement of education.

"In justice to that body I must here state that the promotion of "education, though in itself most laudable, is not one of the objects for "which the municipality was constituted, and that it is questionable whether "under the law as it at present stands they can devote any of their funds "to such a purpose. Even however if they had the greatest inclination "and the fullest power to deal in this way with the money entrusted to "them, the state of their income for the past year and a half has been

"such, through no fault of theirs, that they could only meet their legiti-
"mate expenditure by borrowing, and had no funds available for grants to
"education." An empty chest is an unanswerable ground of argument. As regards the legal aspect of the question, Mr. Quinton is quite right.

Under Act XVIII of 1864, the expenditure of the committee was confined to the "conservancy and improvement of the city consistently with law." And whilst to other municipalities Section 9 of Act XV of 1867, has extended permission to provide for the promotion of education in the towns they represent, the only taxation clauses of this Act which have been extended to the city of Lucknow, with its population of 2,73,126, are Sections 6, 7, and 12. Section 9 is conspicuous by its absence. Of this municipality it may be said, it could not if it would, and it may not legally if it could, spare funds towards the educational wants of the 22,760 boys of a school going age which the city should contain.

The same is true of Fyzabad. The remark of the Secretary of State in despatch No. 8, dated 16th March 1864, is thus of special significance. "It would be right to afford all reasonable facilities for raising a special "educational fund by assessment or town dues in those towns where the "inhabitants may wish to take that means of maintaining schools; and "as it has been held that funds raised under the Municipal Act cannot "be applied to educational purposes, it is worthy of consideration whether "some general legislative measure should not be passed, providing for the "exercise of the power of self assessment in those towns which may "declare their desire to be brought under its operation." The remedy with Lucknow and Fyzabad is simple. All that is wanted is the addition of Section 9 to the Sections 6, 7 and 12 of Act XV of 1867, already introduced. It cannot be that the inhabitants of these cities *desire* to be deprived of the power of self assessment, or that Lucknow, which "stands "fourth among Indian capitals, coming immediately after the three "presidency cities; far and away exceeds any city of the North-Western "Provinces; and even in England is only exceeded by four English cities, "London, Manchester, Liverpool, and Birmingham," should be content to remain "indebted for all the public schools it possesses to the talúkdárs "and missionary societies."

Mr Williams's Census Report para 425.

Educational report for 1868 69. para. 44.

In justice to the municipal bodies of the province, Lucknow among the rest, the following table shows the amount of assistance specifically asked for and the amount promised :—

District.	Amount asked for per mensem.	Amount promised.	Remarks.
Lucknow, ...	Rs. 100	Rs. 100	It is hoped.
Fyzabad, ...	40	*	
Roy Bareilly, ...	30	23	* No replies
Gondah, ...	25	*	
Baraich, ...	25	*	
Sultanpoor,...	20	0	
Pertabgurh, ...	20	0	
Oonao, ...	20	20	If replaced from funds for local improvements
Barábunkee, ...	20	20	Gladly.
Seetapoor, ...	25	25	
Hurdui, ...	20	20	
Kheree, ...	20	0	Too poor.

When municipalities have rallied from the blow under which they were prostrated at the close of 1869, and when the claims of education can find a place amidst conservancy and lights, the aid rendered may bear some proportion to the means and responsibilities of the communities they represent.

Income and expenditure of cess.

11. From the following statement of income and expenditure on account of the school cess, it appears that the collections have risen from Rs. 96,511 to Rs. 1,09,535. The expenditure from Rs. 1,04,232, to Rs. 1,18,955. Of this Rs. 25,758, as against Rs. 29,495, have been spent on building village schools.

District.	Receipts					Expenditure.					Balance on 31st March 1870.	Remarks
	Balance on 1st April 1869.	Collections of cess during the year 1869-70.	Receipts from sale of books	Other receipts	Total.	For the Normal School	Salaries.	Buildings.	Contingencies	Total.		
	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs	
Lucknow,	5766	9748	97		15611	1500	6156	2414	3903	13973	1638	
Barabunkee,	2088	15076	152		17316	2000	7412	3748	980	14140	3176	
Oonao,	1318	12743	181	2323	16565	500	9275	1047	1338	12160	4405	
Seetapoor,	398	7059	381	318	8156	1000	4992	250	1457	7699	457	
Hurdui,	4123	14750	820		19693	2000	9019	3016	967	15002	4691	
Khereo.	322	1596	...	...	1918	500	719		...	1219	699	
Fyzabad, ...	2806	9636	148		12590	1000	5215	3082	2852	12149	441	
Gondah, .	982	1104	..		2086	500	93		...	593	1493	
Baraich, ...	1925	4951	244		7120	1000	1570	120	800	3490	3630	* Includes Rs 551 and Rs 346 transferred to Oonao and Barabunkee respectively
Roy Bareilly,	4280	12598	372		17250	1000	7443	2150	810	*12300	4950	
Sultanpoor, ...	4361	9562	453	536	14912	1500	4845	4656	1474	12475	2437	
Pertabgurh,	6132	10712	340	332	17516	1500	5391	5275	639	†13755	3761	† Includes Rs 947 transferred to Barabunkee.
Total, ...	34501	109535	3188	3509	150733	14000	62133	25758	15220	‡ 118955	31778	‡ Includes Rs 1,844 the aggregate of the transfers above noted

Subscriptions

12. The native gentry have subscribed Rs. 47,854 as against Rs. 44,193 in 1868-69, exclusive of the amount devoted to the special objects noted in the margin.* The following are the results of the returns sent in by district officers :—

* For Canning College,	Rs.	25,794
„ Mahmudabad School,	„	1,050
„ Bulrampoor do, ..	„	2,642
„ Bhinga do., ..	„	31
Total, ...	„	29,517

District.	Receipts.					Expenditure.				Balance on 31st March 1870	Remarks
	Balance on 1st April 1869.	Subscriptions collected in 1869-70	Government grant in-aid carried to credit of fund in the year	Other receipts	Total	On account of zillah and tahsilli schools	On account of aided and private schools.	Buildings and miscellaneous charges	Total.		
	Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs	
Lucknow, . .	975	497			1472	693	296	...	989	483	
Barabunkee,	1933	861	1500	.	4294	211	3173	58	3142	852	
Oonao, ..	961	574	...	...	1535	616	498	405	1519	16	
Seetapoor,	5485	2860	2203	431	11069	300	4586	2063	6949	4120	
Hurdui,	545	2551	2834	.	5930	50	5356	213	5619	311	
Khereo,	1123	1577	293		2993	738	1641	298	2677	316	
Fyzabad,	2544	2734	1165	982	7425	578	2531	895	4004	3421	
Gondah,	257	3273		694	4224	1193	1214	995	3402	822	
Baraich,		1523	1496	...	3019	...	3019		3019	...	
Roy Bareilly,	2199			...	2199	451	...	.	451	1748	
Sultanpoor,		434		...	434	166	..	..	166	268	
Pertabgurh, . .	4198	1453		...	5651	120	130	...	250	5401	
Total,	20220	18337*	9581	2107	50245	5116	22444	4927	32487	17758	

* Excludes subscriptions to Canning College,	Rs	25,794
Ditto to Bulrampoor schools,	„	2,642
Ditto to Mahmudabad do,	„	1,050
Ditto to Bhinga do.,	„	31
Total,	„	29,517

District details

13. The district details are shown in the margin.

Remarks of Deputy Commissioners.

District.	Collections in 1868-69.	Collections in 1869-70.
	Rs.	Rs.
Lucknow, ...	692	497
Barabunkee, ...	870	861
Oonao, ...	555	574
Seetapoor, ...	2,899	2,860
Hurdui, ...	1,704	2,551
Kheree, ...	1,636	1,577
Fyzabad, ...	2,921	2,734
Gondah, ...	3,370	3,273
Baraich, ...	841	1,523
Roy Bareilly, ...	5	...
Sultanpoor, ...	225	434
Pertabgurh, ...	439	1,453
Total, ...	16,157	18,337

The Barabunkee subscriptions (Rs. 860-11), Mr. Glynn the Deputy Commissioner, remarks, "are fairly liberal, considering that a school cess has also to be paid by them. The recessions have not been many." From Hurdui the complaint of failing subscriptions is stronger. Mr. Anderson "is sorry to say that most of the talukdárs have withdrawn their private subscriptions on the ground that they are taxed for schools. Most of the talukdárs are much in debt and are getting their estates under Court of Wards' management. There will be some difficulty in continuing the private subscriptions."

Similar complaints come from other districts.

Spite of them the total subscriptions have risen to Rs. 18,337. Roy Bareilly shows blank, Pertabgurh springs from Rs. 439 to Rs. 1,453. This return does not explain itself.

The liberality shown in private subscriptions in addition to the cess, and, as with talukdárs, in addition to the contribution to the Canning College, is worthy of acknowledgment. It is not more than the Oudh gentry as a body display. As the novelty of the cess wears off, and as the results of the settlement become better appreciated, even larger results may be anticipated. The pockets of the monied classes who are not landowners are, of all, the hardest to reach.

Year.	Fees collected.	Increase on preceding year.	Remarks.
1865-66,	10,804	...	
1866-67,	*12,447	1,643	*Calculated for 12 months.
1867-68,	17,294	4,847	
1868-69,	21,569	4,275	
1869-70,	24,429	2,860	

14. The fee collections, which now amount to 10·9 per cent. on the expenditure, have continued to increase, as the maginal statement shows. I shall revert to the subject again.

15. From the comparative statement given below the following results may be gathered.

Heads of expenditure.		Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Total expenditure.	Charged to imperial revenue.	Charged to educational cess.	Charged to other sources.	Annual cost of educating each pupil: Total cost.	Annual cost of educating each pupil: Cost to Government
						Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P
Direction, ...	1868-69	...	...	...	...	20450	20450	...	..	...	...
	1869-70	...	...	...	...	20849	20745	104	.	...	...
Inspection, ...	1868-69	...	...	...	...	38389	35558	2831	...	...	...
	1869-70	.	...	...	...	42104	37881	4223	...	...	...
Zillah schools, ...	1868-69	11	2284	2197	1831	57597	48750	478	8369	26 3 5	22 3 0
	1869-70	11	2390	2266	1932	63342	53489	293	9560	27 15 3	23 9 8
Anglo-vernacular town schools, ...	1868-69	19	2164	2149	1775	30510	22349	773	7388	13 15 0	10 3 4
	1869-70	18	1840	1965	1599	26809	20389	701	5719	13 10 3	10 5 11
Vernacular town schools	1868-69	20	2152	2034	1632	12161	8911	1330	1920	5 15 7	4 6 1
	1869-70	27	2474	2428	1911	14192	9320	2143	2729	5 13 6	3 13 4
Village schools, ...	1868-69	483	18261	16313	12910	51507	...	47630	3877	2 14 1	...
	1869-70	542	21433	20210	16135	65837	..	60673	5164	3 5 3	...
Government female schools, ...	1868-69	33	653	585	467	3822	3188	622	12	6 8 6	5 5 5
	1869-70	38	879	851	714	4591	3055	1524	12	5 6 3	3 9 5
Jail schools, ...	1868-69	2	90	92	74	360	...	...	360	3 14 7	...
	1869-70	2	68	81	63	380	...	...	380	4 10 11	...
Normal schools, ...	1868-69	2	227	226	208	20706	7452	12894	360	91 9 10	32 15 7
	1869-70	2	201	214	197	20849	8128	12508	213	97 6 9	37 15 8
Private colleges, ...	1868-69	1	24	16	14	11761	5756	...	6005	735 1 0	359 11 10
	1869-70	1	38	23	21	17034	7632	...	9402	740 9 6	331 13 0
Higher private schools,	1868-69	2	818	763	649	40331	22571	...	17760	52 13 9	29 9 4
	1869-70	1	667	645	555	37225	19097	...	18128	57 11 5	29 9 8
Middle do. do.,	1868-69	24	2231	2105	1634	32784	15594	455	16735	16 8 9	7 6 6
	1869-70	24	2177	2341	1737	36501	17529	196	18776	16 4 7	7 13 1
Lower do. do.,	1868-69	35	1471	1395	1132	10043	3773	488	5782	7 3 2	2 11 3
	1869-70	40	1765	1815	1506	11123	4078	542	6503	6 2 0	2 3 11
Private female schools,	1868-69	10	308	293	225	10790	4592	...	6198	36 12 1	15 10 9
	1869-70	11	371	278	233	11928	5123	...	6805	42 14 6	18 6 10
Prizes, ...	1868-69	..	...	.	..	897	897	..	...	...	...
	1869-70	...	...	...	...	1867	995	872	...	...	...
Miscellaneous (buildings, repairs, &c. &c.,)	1868-69	...	...	...	...	49223	6133	29495	13595	. .	...
	1869-70	...	...	...	..	47596	6719	28956	11921	...	. .
Institutions of science and art (book department,)	1868-69	...	...	...	...	20600	11814	8786	.	...	...
	1869-70	...	...	...	...	15423	10038	5385	...	...	
Total, ..	1868-69	642	30683	28168	22551	411031	217788	105782	88361	...	. .
	1869-70	717	34303	33117	26603	437650	224218	118120	95312	. .	...
Increase, ...		75	3620	4949	4052	26619	6430	12338	6951	...	...

The number of institutions has now risen to 717, the increase of the year being 75. Their pupils at the year's close were 34,303 as against 30,683, the average number on the rolls being 33,117. GENERAL STATISTICS. Institutions, Pupils.

The average attendance during the year was 26,603 as against 22,551 of 1868-69. Attendance.

The total expenditure has risen to Rs. 4,37,650, the increase of the year being Rs. 26,619. Of this the charge to imperial funds was Rs. 2,24,218, to cess Rs. 1,18,120, to other sources Rs. 95,312. Expenditure.

The respective increase under these three heads was Rs. 6,430, Rs. 12,338, and Rs. 6,951.

The percentage of increase was in total number of pupils, 11·8
Total expenditure, ... 6·4
Imperial ditto, ... 2·9

Cost per pupil.

The actual cost per pupil was Rs. 13-3-0 against Rs. 14-10-0, of which the cost to Government was Rs. 6-12-0 against Rs. 7-12-0 in 1868-69. Omitting the recoverable expenditure on books, and expenditure on buildings, but including the cost of supervision, the cost per pupil would be as per margin.

Year.	Total cost.			Cost to Government.		
	R.	A	P.	R.	A.	P.
1868-69, ..	12	2	0	7	2	0
1869-70, ...	11	5	0	6	4	0

Nature of institutions.

Of the total number of institutions 640 are Government schools, with 29,285 pupils; 77 are private, with 5,018 pupils.

Canning College ranks among the latter. Its peculiar circumstances might give it an appropriate place among the former.

Excluding female pupils, ... 879
Do. do., ... 371
Do. normal schools, 201
Do. college, ... 38
Total, ... 1,489

The 1,12,20,232 inhabitants of the province should represent 18,70,038 children, and more than 9,35,019 *boys* of a school going age. As regards the latter, those connected with the department may be put down at 32,814, about $\frac{1}{28}$ of the total number. So long however as education is not compulsory, the real point of comparison is between the number of schools provided, and the number of boys of a school going age. It is less interesting to know how many stay away, than to know how many have schools to go to if they would. As will be shewn subsequently, it is at present impossible to do this even approximately.

It may be roughly said that there are 663 institutions for 9,35,019 boys of a school going age, or about one school for each 1,400 boys.

Professions.

16. The statement of professions is as follows :—

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Talukdars.	Zemindárs including lumberdars, puttidars, thakedars, &c	Patwaris and kanúngoes.	Cultivators.	Total.	Government servants.	Private servants.	Total.	Professional men, such as pundits, moulvis, hakims, writers, &c &c	Trading class including bankers, merchants, shop-keepers, &c., &c.	Artisans and manufacturers, as smiths, carpenters, weavers, &c., &c.	Others.	Grand total.	Remarks.
Pupils. 1868-69	70	4,767	1,819	7,059	13,715	2,031	3,408	5,439	2,210	5,499	2,174	1,646	30,683	
Pupils. 1869-70	80	5,526	1,804	8,852	16,262	2,199	3,614	5,813	2,122	5,938	2,451	1,717	34,303	

The talukdárí boys have risen from 70 to 80.

The boys of zemindárs and of cultivators have risen to 5,526 and 8,852 respectively, their total numbers being 14,378 against 11,826 of the previous year. There is a slight fall in the numbers drawn from the professional classes, (2,210 to 2,122) but the boys from the trading classes have risen from 5,499 to 5,938, and artizans from 2,174 to 2,451. If education, to be reproductive should be made technical, these classes must be far more deeply tapped.

Patwáris* and kanúngoes have remained stationary.

* 1868-69-1819.
1869-70-1804.

Government servants, who, by the way, keenly recognise the value of English education and the time required for its acquisition, show a rise from 2,031 to 2,199, and private servants from 3,408 to 3,614. One would like to know the amount realised from these classes in the shape of fees. The miscellaneous class has increased from 1,646 to 1,717

This steady increase is the one encouraging feature amidst the somewhat disheartening conclusions which the census tables are apt to suggest.

Did time permit, some interesting if unsatisfactory comparisons might be made between the above figures, and paras 382 to 409 of Mr. Williams's Census Report.

17. The following statement is based on the caste and religion of the pupils. Caste and religion.

1		2	3	4	5	6	7	8	9	10	11
			Hindús.								
		Christians.	Brahmans.	Chhattrís.	Vyas and Kyaths.	Súdras.	Total Hindús.	Mahomedans.	Others.	Grand total.	Remarks.
Pupils,	1868-69	91	8,410	3,881	7,065	4,011	23,367	7,145	80	30,683	
	1869-70	192	8,960	4,548	7,609	5,088	26,205	7,887	19	34,303	

The Christians have more than doubled. They still only number 192. Brahmans have risen from 8,410 to 8,960. Chhattrís from 3,881 to 4,548. Vyas and Kyaths from 7,065 to 7,609, Súdras from 4,011 to 5,088. The total Hindús from 23,367 to 26,205, which gives an increase of 2,838. The Mahomedans from 7,145 to 7,887, an increase of 742. "Others" show a decrease, due probably to correcter classification, from 80 to 19. The total numbers are 34.303, showing an increase of 3,620. The proportion of Hindús to Mahomedans is still about 3⅓ to 1, whereas the proportion of the total Hindús to the total Mahomedan population of the province is more than 9 to 1.

The tangible facts shown are that in 1865-66, the total number of pupils was 16,265. In 1869-70, it was 34,303. In four years the school going population has been more than doubled.

It could have been wished that we had fuller information as to indigenous schools. In the city of Lucknow alone there are more than 120 vernacular schools taught by moulvís or gúrús unconnected with the department of education. The attendance at these schools is said to be 1,023, but it is believed to be still greater. "The schools are attended by the sons of wealthy mahájans, who prefer the teaching of these men to that of the model or mission schools." There can be little doubt that there are scattered through the province numbers of well-to-do people, who, in a way, appreciate education from their own limited point of view, but whose confidence has not yet been gained by this department. Indigenous schools. Mr. Quinton.

To meet their wants without offending their prejudices is a task of no ordinary difficulty. It should tax the energies and the ingenuity of the department for some years to come. To succeed would be to make the higher education of the province self-supporting.

In attracting the indigenous teachers to itself the Normal School is working in the right direction. Of its pupils there are of this class many on its rolls.

III.—University Examinations.

Results.

18. The results of the University Examinations for the last four years in Oudh are as follows :—

Year.	Entrance examination.		First Arts Examination.		Remarks.
	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	
1866	23	6	...	...	
1867	17	15	...	...	
1868	38	31	3	3	
1869	32	20	3	2	

Not discouraging.

19. As regards both the Entrance and the First Arts Examination, though below those of last year, they are far from discouraging.

If the students from La Martiniere be omitted from the returns of 1868-69 as they have been from those of 1869-70, the total number of candidates for the entrance examination will be seen to have increased by two, and the difference between the successful ones of the two years to be 5 instead of 11.

Analysis in detail

20. The detailed analysis is as follows :—

Name of institution.	Class of institution.	Number of candidates.	Passed in the			Failed in				Remarks.
			First Division.	Second Division.	Third Division.	English.	Second Language.	History and Geography.	Mathematics.	
First Examination in Arts.										
Canning College, ...	Aided institution, ...	3	1	1	...	...	1	..	..	
	Total, ..	3	1	1	...	...	1	..	..	
Entrance Examination.										
Fyzabad zillah school,	Govt. institution, ...	6	...	2	1	3	...	2	1	
Canning College, ...	Aided do., ...	26	5	7	5	8	..	2	3	
	Total, ...	32	5	9	6	11	..	4	4	

For the Matriculation Examination, out of 26 candidates the Canning College secured five places in the first, seven in the second, and five in the third division; eight failed in English, two in history and geography three in mathematics. Further details will be given in the Principal's report.

The schools at Oonao and Bulrampoor sent up no candidates, indeed the only competing school was that of Fyzabad. Even from it a succession of brilliant results could not fairly be expected. Last year could not repeat itself. The school deserves great credit for sending up six candidates to an examination of no mean difficulty; and good results may be looked for even in want of success. As might be expected, the Canning College alone competed for the First Arts Examination. The failure of one of its three candidates in the second languages was partially compensated by a place in the first division.

With reference to the remarks made in the Government review of the report for 1868-69 it is fair (in a comparison between private institutions and Government schools) to draw attention to the late Director's explanation.

Secretary to Government of India, Home Department, No 591, dated 25th October 1869 "The result of the university examination is very creditable, but it is noted that "the number of successful candidates from "aided institutions was more than double "that from Government schools, although "there are 11 Government schools of the "higher class against one private college and "two higher private schools The Government institutions are thus distanced in the "competition."
No. 1817A, 24th November 1869 para 5.

"In remarking on the fact that the "number of successful candidates from "aided institutions was more than double "that of Government schools, the Government of India perhaps did not remember that among private "institutions are Canning College and La Martiniere College, the "aggregate expenditure on which is double that of the whole eleven "zillah schools put together. But this is not all; the Education "Department has existed in Oudh only five years, whereas the entrance "examination standard requires eight years' training; our zillah schools "have therefore scarcely had time to reach it. It is true two or three of "the zillah schools were established before the department was organized, "but there were few pupils, and of these the more advanced have from "time to time been brought into Canning College, because separate "classes could not be maintained for them in the local schools. Probably Government did not intend to disparage Government schools by "pointing to the apparent greater success of private institutions, *i. e.*, "of Canning College, but in justice to zillah schools I think it only fair "to state that although Canning College is technically a *private* institution, we regard it as the provincial college, of which zillah schools are "feeders. The pupils who passed the examination last year in Canning "College had many of them been sent in a year previously from zillah "schools because it was cheaper to centralize the instruction than "maintain separate classes. Canning College is indeed so intimately "connected with this department that if any comparison between "Government and private education is made, the institution named "should in all fairness be counted as belonging to the former."

IV.—Government Schools.

21. The prescribed statement is as follows :—

Description of institutions.		Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on the rolls during the year.	Average daily attendance during the year.	Total expenditure. From imperial funds.	Total expenditure. From local funds.	Remarks.
Government.						Rs.	Rs.	
Schools of the higher class,	Superior zillah schools,	2	661	607	525	16,120	2,805	
Schools of the middle class,	Inferior zillah schools,	9	1,729	1,665	1,407	37,369	7,048	
	Anglo-vernacular town schools.	18	1,840	1,965	1,599	20,389	6,420	
	Vernacular town schools.	27	2,474	2,428	1,911	9,320	4,871	
Schools of the lower class,—village schools.		542	21,433	20,210	16,135	0	60,963	
Jail schools, ...		2	68	81	63	0	380	
Female schools, ...		38	879	851	714	3,055	1,536	
Normal schools, ...		2	201	214	197	8,128	12,721	
Total, ...		640	29,285	28,015	22,551	94,381	96,744	

As regards higher class schools scarcely a fair one.

22. As regards higher schools, last year's classification has been maintained. Tested by success, the only higher class school would be that of Fyzabad. Tested by the course they teach and the results they aim at, the numbers would be much higher. There is one Anglo-vernacular tahsíl school less, seven vernacular tahsíl schools more; village schools have risen from 483 to 542; and female schools from 32 to 38.

Comparison of two years results.

23. The comparison of the total results between the two years is as follows :—

Year.	Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total expenditure. From imperial funds.	Total expenditure. From local funds.	Remarks.
					Rs.	Rs.	
1868-69,	570	25,831	23,596	18,897	90,650	81,567	
1869-70,	640	29,285	28,015	22,551	94,381	96,744	
Increase,	70	3,454	4,419	3,654	3,731	15,177	

These results must be held satisfactory. The expenditure from imperial funds has increased by only Rs. 3,731, that from local funds by Rs. 15,177. A corresponding increase has followed in institutions; number on the rolls; and average daily attendance, the percentage of which to the average number on the rolls was 82. Satisfactory.

24. The relative results in Government schools as regards fees were as under:— Fees

Description of institutions.	Rates charged.	Amount of fees collected. During 1868-69.	Amount of fees collected. During 1869-70.	Remarks.
		Rs.	Rs.	
Zillah schools, ...	2 annas to 6 rupees	5,662	6,844	
Town schools, ...	3 pies to 2 rupees	2,811	2,858	
Village or lower schools,... ...	3 pies to 8 annas	3,877	5,164	
Total, ...	3 pies to 6 rupees	12,350	14,866	

25. Notwithstanding the prevailing scarcity, the collections have risen. The possibility of raising the fees has throughout the year been kept steadily in view. But for some time to come we must be content with comparatively small results. That the fees from village schools should have increased more than proportionately whilst those from the town schools have nearly stood still, although the number of schools is greater, is not surprising. To the village agriculturist high prices have brought mixed gain and loss. To the poverty stricken inhabitants of towns, many of whose income is a fixed pittance, the high price of grain has brought no compensating good. For a similar reason, though to a less extent, the incomes of the amla, who largely support the zillah schools, has represented far less material comfort than it used to do. It is satisfactory that the fees of these schools have risen to Rs. 6,844.

Mr. Handford's remarks on the subject of fees are forcible. "I am most anxious to raise the minimum rate, but the upper classes are still small, and I should regret doing anything to drive away pupils till the classes are larger. It is as easy to teach twenty boys in a class as five, and we should gain nothing by excluding fifteen who cannot pay high fees. The town populations of Oudh are very poor, though including numbers who according to native ideas are highly respectable. If 8 annas were at once made the minimum fee, I have no hesitation in saying that two thirds of the pupils in Anglo-vernacular schools would be compelled to leave. The number of classes could not conveniently be decreased without lowering the standard aimed at, and the result would therefore be that the classes would be smaller and the waste of teaching power greater than ever."

A.—Zillah Schools.

Tabular roll of zillah schools.

26. The following tabular statement explains itself:

Names of institutions.		Number of pupils on the rolls at the close of the year.	Average number of pupils on rolls during the year	Average daily attendance, during the year.	Percentage of average attendance to average number of pupils on rolls	Amount of fees collected during the year	Total expenditure	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Government.	Remarks.
							Rs.	Rs.	Rs. A. P.	Rs. A. P.	
Barabunkee, ...	1868 69	225	212	179	84	462	4,547	3,647	21 7 2	17 3 3	
	1869-70	192	190	163	86	480	4,364	3,630	23 7 10	19 1 8	
Oonao, ...	1868 69	172	174	147	84	438	5,484	4,476	31 8 4	25 11 7	
	1869-70	186	157	129	83	504	5,678	4,707	36 2 7	29 15 8	
Seetapoor, ...	1868 69	215	207	187	90	681	5,717	4,522	27 9 11	21 13 6	
	1869-70	213	199	176	88	730	5,763	4,615	28 15 3	23 3 6	
Hurdui, ...	1868-69	154	139	120	86	410	4,104	3,605	29 8 4	25 14 10	
	1869-70	134	126	107	85	430	4,518	4,089	35 13 8	32 7 2	
Kheree, ..	1868 69	130	116	96	82	216	3,610	3,267	31 1 11	28 2 7	
	1869-70	159	163	134	82	317	4,319	3,918	26 14 11	24 0 6	
Fyzabad, ...	1868-69	406	425	347	82	987	10,542	9,008	24 12 10	21 3 1	
	1869-70	475	444	396	89	1,258	13,247	11,413	29 13 4	25 11 3	
Gondah, ...	1868-69	252	201	179	89	534	4,320	3,579	21 7 10	17 12 10	
	1869-70	308	266	240	90	666	5,040	3,883	18 15 1	14 9 6	
Baraich. ...	1868 69	82	110	77	70	270	5,043	4,773	45 13 5	43 6 2	
	1869-70	140	121	97	80	655	5,251	4,597	43 6 4	37 15 3	
Roy Bareil'y, ...	1868-69	246	265	214	81	564	5,525	4,527	20 13 7	17 1 4	
	1869-70	249	268	216	81	735	6,772	5,609	25 4 3	20 14 10	
Sultanpoor, ...	1868 69	212	188	156	83	510	4,523	3,948	24 2 3	20 15 5	
	1869-70	192	167	145	88	518	4,582	4,063	27 6 11	24 5 3	
Pertabgurh, .	1868-69	190	160	129	80	590	4,182	3,398	26 2 2	21 3 9	
	1869 70	142	165	129	78	551	3,636	2,965	22 0 6	17 15 6	
Total 11 schools,	1868-69	2,284	2,197	1,831	83	5,662	57,597	48,750	26 3 5	22 3 0	
	1869-70	2,390	2,266	1,932	85	6,844	63,342	53,489	27 15 3	23 9 8	

Average numbers on rolls.

27. Strictness in removing from the rolls the names of habitual truants and absentees, and diminished numbers in Barabunkee, Hurdui, Sultanpoor and Pertabgurh, have reduced the increase in average number on the rolls to 69.

Daily attendance.

Percentage.

Cost per pupil.

The average daily attendance has increased by 101. The very satisfactory rise in the percentage from 83 to 85 is naturally accompanied by a rise in the average cost per pupil. Percentage of attendance and cost per pupil seem indeed to be the Scylla and Charybdis of educational returns. The smaller the number on the rolls, the higher will be the percentage of attendance; but the higher also is apt to be the average cost per pupil. Gondah deserves special mention as at once attaining the high percentage of 90, and a considerable diminution in average cost per pupil.

Fees.

Total expenditure.

Imperial expenditure

Cost per pupil.

Fees have increased by Rs. 1182. Total expenditure by Rs. 5745, and expenditure from imperial funds by Rs. 4739. The average total cost per pupil has risen to Rs. 27-15-3, the cost to Government to Rs. 23-9-8.

The extent to which the total expenditure of Rs. 63,342 has been borne by the respective funds is given in the margin.

Detail of expenditure.

	Rs.
From Impl. Funds,	53,489
Fees, ...	6,844
Subscriptions, ...	2,716
The cess, ...	293
Other sources, .	..
Total, .	63,342

Fall in charge to cess

No cursory glance at a tabular statement can justify a sound conclusion as to the real working of the schools. I shall presently quote largely and without apology from the various reports. I may here observe that the charge to the cess has fallen from Rs. 478 to Rs. 293. It must be borne in mind that the zillah school is the only school at the sadr station in which the agricultural masses can secure an elementary education. At present, to establish independent elementary schools in sadr towns would be false economy, and waste of power. Zillah schools have thus a double duty to perform. They must supply the higher education needed in feeders to the Canning College, and university classes, and they must also play the part of ordinary village schools. Not merely therefore are they entitled to their share of the cess on the land revenue of the mouzah to which the town belongs; but to cut down their allowance is to rob the agriculturists of their just due. The charge to the cess during the past year was but $\frac{293}{11}$ = Rs. 26-10-2 per school. I am inclined to think that too little rather than too much is given from this source, and that the weak point of zillah schools is, not that they pay too little regard to higher teaching (their own proper sphere), but that in so doing they are apt to lose sight of their incidental duties as ordinary village schools.

General examination and its results.

28. The following statement shows generally the results of the September examination :—

Names of zillah schools.	Percentage of marks gained by				Remarks.
	Entrance class	First class.	Second class.	Third class	
Fyzabad, ...	42	53	55	53	
Oonão, ...	..	52	53	52	
Seetapoor, ...	...	57	54	56	
Gondah, ...	...	..	58	46	
Barabunkee, ...	...	50	46	50	
Sultanpoor, ...	...	55	53	58	
Roy Bareilly, ...	...	53	44	44	
Pertabgurh, ...	...	...	43	44	
Hurdui, ...	.	59	55	59	
Kheree, ...	..	62	49	50	
Baraich, ...	...	...	48	39	

The number of students under preparation for the university entrance class will be detailed subsequently.

Fyzabad alone succeeded in *passing* the examination. As regards the first class the results are satisfactory. Pertabgurh has indeed fallen

off, but it is very gratifying to find that eight schools should secure a percentage varying from 50 to 62. The second and third classes have also as a whole made good progress.

Change in nomenclature of classes.

From the 1st October the nomenclature of the classes was changed. The entrance class is now class I and the old classes I to VII are re-numbered as from II to VIII accordingly. At the same time, as will be seen from the schemes appended, a few slight modifications in the text books were introduced, whilst greater attention has been devoted to writing, and to the *bonâ fide* working out of examples in arithmetic and algebra.

29. For the future, therefore, the sections into which the course for zillah schools was divided in the corresponding para. of last year's report will be modified as follows:—

Section.	Classes included.	Time occupied.
Lower, ...	VIII to VI,	2 to 3 years.
Middle, ...	V to III,	3 years.
Higher, ...	II to I,	2 years.

Scheme of study.

Para 29.

Secretary Home Department No. 591, 25th October 1869, para 9.

I can add nothing to the comprehensive sketch of the scheme of study given last year by Mr. Handford. But I take this opportunity of repeating the explanation given by him to the remark "It is not "understood why the vernacular alphabet should be taught in zillah "schools. Obviously such a system involves a great waste of teaching "power and the result tells in the university examinations."

Teaching *ab initio* a saving, not a waste, of power.

Mr. Handford's explanation was this: "Zillah schools are the ONLY "schools at sadr stations, and must therefore teach *ab initio*. It may be "necessary at some future time to have three separate institutions, viz., "lower, middle, and higher schools, but it does not appear to me to be a "matter of much consequence whether the institutions are separate or "not, so long as it is clearly shown every year, how many of the pupils "are at each stage of the course of studies. This I have always been "most careful to show. (*Vide* paras. 29, 30 of my last report). There is "no 'waste of power' involved in having junior classes in zillah schools; "the waste arises from the upper classes being small, and this would not "be remedied in the slightest degree by breaking up the schools into "three or two parts; on the contrary, the evil would if anything be "increased, for under the present system the head master is useful in "superintending the lower classes as well as teaching one of the "higher.

"The great defect of our zillah schools no doubt is that the upper "classes are small, many of them containing say from six to twelve pupils, "whilst a teacher could almost as easily instruct twenty. The practical "question is what course should be taken. I have already said it has "been the practice in Oudh to remove small classes from the zillah "schools to Canning College, in fact to centralize higher teaching and to

" avoid waste. Similarly boys are sometimes transferred from the less " to the more advanced zillah schools. This transfer system is econo- " mical, for although we have to give small scholarships to boys sent " away from their homes, we save the expense of separate teaching. It " is however only a temporary system. There should eventually I think " be a school in each district capable of educating up to the university " entrance examination standard, and there is more chance of attracting " the richer classes to the sadr schools than to a distant station, however " good. The question is whether we should *at present* attempt to teach " the entrance course in each zillah school or only in some.

" If we had good boarding houses at Fyzabad, Roy Bareilly and " Seetapoor, and a more liberal allowance for scholarships, I should be " inclined to retain the two highest classes of the course in these schools " only, requiring for some years to come the pupils at other schools to " migrate when they have finished the course for class III."*

* Now class IV.

As regards the vernacular alphabet it has been already shown that the elementary education of the agricultural masses is one of the special, though incidental duties of the zillah school. If not learned there it will be learned nowhere.

And an absolute necessity

I venture to think that in zillah schools more, rather than less, attention to the lower classes and dependent branch schools is required. Classes VII and VIII virtually represent the part of *village* schools which the zillah school has to play. The want which has thus to be supplied is shown by the constant demand for fresh branch schools. That these branches should not be separate institutions has more than once been urged. The remarks of the Senior Inspector, Mr. Thomson, will be read with interest.

Branch schools.

" The branches are not separate schools of a lower class, under less " efficient management, but simply the two lowest classes of the zillah " school, for which the head master is as much responsible as for any other " two classes. They were originally established because there was not " accommodation for so many boys in the central school. But I soon " found that the people considered it a great advantage having the class " rooms for the smaller boys near their own homes, and I intend immedi- " ately establishing another in the eastern part of the city* for the benefit " of the corn merchants' children. It is very advantageous having these " schools merely classes of the zillah school, and not independent establish- " ments. At present it is every little boy's ambition to get into the same " room with the big boys, whereas if the branches were separate schools, " both the boys and their parents would look upon the branch school as a " complete education in itself. The captain of a branch school would feel " very reluctant to begin in a low place in the lowest class of another " school."

* Fyzabad.

Claims and functions of zillah schools.

The conclusion seems warranted that the zillah schools are fairly entitled to their full share of the cess; that at present, expediency and economy alike demand the incorporation with them of the village school;

and that to give elementary education, even from the vernacular alphabet upwards, through their instrumentality is a saving rather than a waste of teaching power. The question of scholarships as a means of centralisation and economy will be considered presently.

Their progress during the last six years.

30. The comparative progress in zillah schools for the last six years is as follows :—

Year.	Number of pupils in class										Total.	Remarks.
	University entrance class	I	II	III	IV	V	VI	VII	Persian.	Sanscrit.		
1864-65, ...	...	10	36	119	154	301	264	413	...	...	1,297	
1865-66, ...	8	22	57	121	164	310	258	402	19	34	1,395	
1866-67, ...	12	18	97	87	108	244	359	477	...	25	1,427	
1867-68, ...	15	15	95	120	185	229	447	754	11	19	1,890	
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70, ...	57	109	201	183	284	344	526	686	...	...	2,390	

Detail of progress during last two years.

A detailed statement for the last two years is also given :—

Year.	Number of pupils in class										Total.	Remarks.
	University entrance class.	I	II	III	IV	V	VI	VII	Persian.	Sanscrit.		
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70, ...	57	109	201	183	284	344	526	686	...	...	2,390	

Increase in higher classes marked.

Although the increase in the total number of pupils is only 106, the increase in the higher classes is very marked, and as indicating better quality as well as larger quantity, is most encouraging.

The rise in pupils of the entrance class from 8 to 57; from 72 to 109 in the old class I; and in the old class II from 134 to 201; and the fact that the total increase in the first three classes, resulting from a careful and searching examination, is 153, are sure signs of progress. In the old class III the decrease is only 11.

In the old IV and V classes there is an increase of 160. It is in the two lowest classes that the decrease is marked, and that in the lowest class there should be a falling off of 127 seems to demand comment.

It may be truly said that each district in Oudh possesses a school which fulfils fairly the object of its institution.

Educational Despatch 1854 para. 4.

This object was, "not to train highly a few youths, but to provide "opportunities for the acquisition of such an improved education as will "make those who possess it more useful members of society in every con-"dition of life." Gradually but surely the zillah schools are merging from

the middle to the higher class; and all honour is due to the masters who, amidst some discouragements and much drudgery, are imparting to their pupils the higher knowledge which they have themselves sought. If there be a point which seems to require friendly warning, it is that in their praiseworthy ambition to turn out successful candidates for the university entrance examination, head masters must not be tempted to forget that in sadr stations it is from the zillah schools that the want of elementary education for the masses must be met; and that it is the lower classes and branch schools which represent just that portion of school teaching which Government is most anxious to provide.

The relative position of the eleven zillah schools as regards attendance, fees, and salary is as follows :—

Names of schools alphabetically.	Average attendance during 1869-70		Percentage.		Fee collections during the year.		Salary of head master.	
	Number	Position of the school	Number	Position of the school	Amount	Position of the school.		
Baraich, ...	97	11	80	10	655	5	Rs. 175, rising to Rs. 200	5
Barabunkee,	163	5	86	5	480	9	„ 150	6
Fyzabad, ..	396	1	89	2	1,258	1	„ 300, rising to Rs. 400	1
Gondah,	240	2	90	1	666	4	„ 100	10
Hurdui, ...	107	10	85	6	430	10	„ 125	8
Kheree, ...	134	9	82	8	317	11	„ 125	8
Oonao, ...	129	7	83	7	504	8	„ 200	3
Pertabgurh,	129	8	78	11	551	6	„ 100	10
Roy Bareilly,	216	3	81	9	735	2	„ 250	2
Seetapoor,...	176	4	88	3	730	3	„ 200	3
Sultanpoor,	145	6	88	4	518	7	„ 150	6

The head master of Gondah, Mr. Daniell, richly earned his promotion to Barabunkee. Fyzabad, Roy Bareilly and Seetapoor, maintain in other columns the position assigned them in the last. The reverse is the case with Oonao. The statement is suggestive.

BUILDINGS.

Oonao.

31. *Oonao.*—The building has been repaired by the Department Public Works and answers well.

Hurdui.

Hurdui.—Completion of the new building is an urgent necessity. The Executive Engineer expresses a hope that it will be completed by the 1st June. That the old one will stand the rains is problematical.

Baraich.

The Baraich school was finished in June 1869, and in December and January some repairs were made in the Lukhimpoor school, by the Department Public Works.

DETAILED REMARKS ON ZILLAH SCHOOLS.

EASTERN CIRCLE.

Fyzabad.
Gondah.
Baraich.
Roy Bareilly.
Sultanpoor.
Pertabgurh.

32. The following details will be read with interest.

Of the eastern circle the Senior Inspector, Mr. Thomson, shall speak for himself. "Every zillah school has been inspected twice, once during "the rains, when the inspection occupied about a week, and once in the "cold season, when it occupied two days."

1. Fyzabad.

"The school at Fyzabad continues to be the largest in my charge. "Towards the close of last official year the teaching staff was considerably "strengthened, and the result has been an increase of pupils and a very "decided improvement in all the classes. The numbers have risen from "412 to 475. The average daily attendance has been 89 per cent against "82 per cent in 1868-69. This percentage is highly satisfactory, and I "scarcely think it can be improved. The fees have risen from Rs. 987 "in 1868-69 to Rs. 1,258, which is better than I expected, considering the "high prices of provisions. The general progress of the classes will be "seen from the following table :—

		1868-69.		1869-70.	
First Class	contained	8		13	
Second	do.	11	=42 upper division	17	=70 upper division.
Third	do.	23		40	
Fourth	do.	31		36	
Fifth	do.	40	=118 middle do.	86	=190 middle do.
Sixth	do.	47		68	
Seventh	do.	112	=252 lower do.	92	=215 lower do.
Eighth	do.	140		123	
	Total, ...	412 ...	...	...	475

"At the last entrance examination of the Calcutta University six "pupils presented themselves, but only three passed. I am sorry to say "our prospects for the present year are not bright. The first class con- "tains thirteen boys, but most of them are dull, and as the English course "is of unusual difficulty, I fear no amount of care and labour on the part of "the masters will enable more than four or five to pass. All the other "classes are well grounded as far as they have gone, and after the present "year Fyzabad school will be able to send up a large and good class annually.

2. Sultanpoor.

"At the close of the year this school had only 192 boys against "212 at the close of 1868-69. The falling off however is more apparent "than real. Sultanpoor contains a considerable number of banyahs, who "wished their boys taught only Kyathí, and a Kyathí class had been "kept up since the school was established. A few of the boys were after- "wards induced to learn Urdú or Hindi and English, but most of them "left as soon as they could write Kyathí. When I found there were more "boys than the school could hold or the master teach, I considered it time "to discontinue teaching a barbarous system of writing; and ordered "that only Urdú and Nagrí were to be taught. This led to the with- "drawal of 20 or 25 boys. Their parents however are very well able to "pay for their education, and as a little writing, such as it is, is indis- "pensable to them, they will be taught in indigenous schools the same as "before, but wholly at their parents' expense. In one respect the with- "drawal of these boys has been gain. They were often kept at home "on market days to assist in the shop; and this made the average daily "attendance low. It has risen during the year under report from 83

"per cent to 88 per cent, which is satisfactory. There has also been a "slight increase in fees *viz.*, Rs. 518-6-0 against Rs. 510-0-0 in 1868-69. "The progress of the classes in their studies will be seen from the follow- "ing table :—

		1868-69.		1869-70.	
First Class contained		0	=17 upper division	8	=37 upper division.
Second	do.	8		14	
Third	do.	9		15	
Fourth	do.	18	=71 middle do.	24	=69 middle do.
Fifth	do.	29		20	
Sixth	do.	24		25	
Seventh	do.	43	=124 lower do.	43	=86 lower do.
Eighth	do.	81		43	
Total.		...	212 ...	...	192

"This is the first year that all the classes have been at work in this "school. The first class is intelligent and well taught, and I shall "be disappointed if at least half of them do not pass the university "entrance examination in December next. All the lower classes are in "good order, and we shall have a class prepared for the entrance exami- "nation every year in future.

"There have been several changes among the teachers of this "school during the year. These changes, though unavoidable, have not "been favourable to the school's progress, and it is very creditable to the "head master that the school has not only not fallen off, but steadily "improved. Baboo Madho Sudun displays the same good sense and dili- "gence as in previous years.

"This school has fallen off considerably during the year, as there are "only 142 boys against 171 at the close of 1868-69. The average at- "tendance has been 78 per cent of the number registered. It ought to "have been 6 or 7 higher. The fees have fallen from Rs. 590-4-0 in "1868-69 to Rs. 562-2-0 in 1869-70. This decrease is due partly to "the ill health of the head master, and partly to the high price of provi- "visions. In 1868-69 the head master had to take six months sick leave. "After his return he was far from well, and in January last he had again "to take sick leave for a year. Baboo Chundra Mohun Mookerjee, third "master of Fyzabad school, is officiating head master, and I expect great "improvement under his management. Two or three of the assistant "masters have not been working well, and if there is not greater diligence "in future, I must dismiss some of them. It will be seen however, that "the falling off has been chiefly in the lower classes, and is therefore due "to the high prices of the necessaries of life. In previous years parents in "villages five or six miles away sent their sons to the zillah school, hoping "to be able to keep them on, till they had learned something of English. "But this year they find themselves obliged to be content with a village "school education, which can be had in every part of Pertabgurh district "for little or nothing. I should not have considered the decrease of

3. Pertabgurh.

"numbers required much remark had the classes been well taught, "This however is not the case, for they are in fact worse taught than at "any time during the past four years, which is very unsatisfactory. The "progress of the classes will be seen from the following table :—

	1868-69.		1869-70.	
First Class contained	0	=8 upper division	0	=11 upper division.
Second do.	2		0	
Third do.	6		11	
Fourth do.	9	=57 middle do.	13	=54 middle do.
Fifth do.	23		21	
Sixth do.	25		20	
Seventh do.	57	=106 lower do.	41	=77 lower do.
Eighth do.	49		36	
Total ...		171		142

"It will be seen that in 1868-69, there was a second class of only "two pupils. These were young talukdárs, who could not leave the dis-"trict, as they had to look after their estates; but who wished to prosecute "their studies up to the standard of the entrance examination. Early in "the present year one of them, Rája Chhitpál Singh, chief of the "Surajbansi clan, got a very severe attack of small pox. The other, Rao "Moheshbuksh Singh, lost heart when left alone, and so neither of them "prepared for the university examination. Both have received a very "fair education, and take much interest in the village schools on their "estates, as well as in the zillah school where they were educated. This "year a second class of four boys was formed, but as I considered it un-"economical to keep up a class for so few, I sent them to Sultanpoor school "on scholarships.

4. Roy Bareilly.

"This school has risen from 235 to 249, as great an increase as was "to be expected. The average daily attendance has been 81 per cent. "This is fair, but I should like to see it 4 or 5 higher. The fees have "risen from Rs. 564-6-6 to Rs. 735-6-0, and I believe they cannot now be "much increased without forcing a good many boys to withdraw. The "progress of the classes will be seen from the following table :—

	1868-69.		1869-70.	
First Class contained	0	=29 upper division	5	=41 upper division.
Second do.	9		13	
Third do.	20		23	
Fourth do.	24	=75 middle do.	21	=94 middle do.
Fifth do.	15		30	
Sixth do.	36		43	
Seventh do.	65	=132 lower do.	46	=114 lower do.
Eighth do.	66		68	
Total ...		235		249

"This is the first year that a class for the entrance examination "has been formed here. There are five boys in it, of whom three have "every chance of passing in December next. All the other classes have "also been well taught.

"Like Fyzabad school, this school consists of a central school and "three branches. I have already explained the relation of the central "school to its branches. I would have thirty more boys in the central "school here were there room for them to sit, but notwithstanding the "addition made to the building in 1868-69, it is now overcrowded.

"During the year, the excellent second master, Pundit Prithi Nath, "died of cholera. In him, we lost a very good man; perhaps the best of "the younger teachers in the department. Múnshí Juggul Kishore, who "did good work at Sultanpoor, has been appointed in his place. Mr. "Walsh's skilful management and thorough teaching are evident in the "healthy condition of the school. I have also been well pleased with the "diligence of the third master, Múnshí Muzhar Hosein.

"The numbers here have risen from 252 to 308. This school is "now the second largest in my circle, and there is none better managed. "The average daily attendance has risen from 89 per cent to 90 per cent, "and better attendance cannot be expected. The fees have amounted to "Rs. 666-5-9 against Rs. 533-8-3 in the previous year. I believe they "cannot be raised much higher for some time. Mr. Daniell is a popular "head master, and I have heard all the people speak highly of his courtesy "and diligence. But they generally add that he is very rigorous in "exacting as high fees as possible and having them regularly paid. 5. Gondah.

"During the year all the classes have made very good progress, as "will be seen from the following table:—

		1868-69.		1889-70.	
First Class	contained	0	=7 upper division	0	=32 upper division.
Second	do.	0		7	
Third	do.	7		25	
Fourth	do.	32	=91 middle do.	19	=112 middle do.
Fifth	do.	22		32	
Sixth	do.	37		61	
Seventh	do.	50	=154 lower do.	75	=164 lower do.
Eighth	do.	140		89	
	Total, ...	252	...	...	308

"The highest class here is the second. It is not large, but the boys "are intelligent, and have been very carefully taught. I hope they will "continue their studies till the entrance examination of 1871, as there "is every probability of their passing. All the other classes are in ex-"cellent order, and next year will see the school fully developed.

"I have frequently expressed the high opinion I have of Mr. "Daniell as a school.master, and I am sorry that frequent illness renders "it necessary to transfer him to another school. When he came here "two years ago the school was in ruins. He has more than doubled the "numbers, and he leaves it in a flourishing condition.

"This department is under great obligation to the local committee "of public instruction here for the hearty interest they have taken in "this as well as in all the other schools of the district.

6. Baraich.

"The numbers here have increased during the past year from 84 to "140. Indeed they were so low at the close of 1868-69, that they must "have gone up under almost any sort of management. The fees have "risen greatly, *viz.*, from Rs. 269-10-0 to Rs. 654-7-0. The progress "of the boys is shown in the following table:—

		1868-69.		1869-70.	
First Class	contained	0	=6 upper division	0	=13 upper division.
Second	do.	0		6	
Third	do.	6		7	
Fourth	do.	21	=31 middle do.	11	=47 middle do.
Fifth	do.	0		11	
Sixth	do.	10		25	
Seventh	do.	18	=47 lower do.	41	=80 lower do.
Eighth	do.	29		39	
	Total,	... 84	... ...	140	

"This school is by no means well taught. When I inspected it in "March I found that the lower division, that is nearly two-thirds of the "boys were being very much neglected. The head master was labourin g "to prepare the first 6 boys for the Entrance Examination of 1871, an d "leaving the other classes to look after themselves. Were there a "boarding house in connection with one of the other zillah schools I "would send the boys there, so that the head master might not have this "temptation to neglect the most important part of his duty. But I hesi- "tate to send boys away from their houses without the means of super- "vising their general conduct as well as their studies."

"Baraich is the largest town in this circle except Fyzabad, and the "school attendance should be in proportion. It affords a much better "field than either Sultanpoor or Gondah, but I fear much that under the "present head master the school at Baraich will not equal either of these "for several years. The head master is not wanting in diligence, but "greatly wanting in skill."

General remarks.

"During the past year the zillah schools have had all the success "that was to be expected. They have steadily though slowly increased "in numbers. No great increase can now be expected as the numbers "will be limited, first by the number of parents able and willing to invest "so much capital as is implied in seven or eight years education, and

"secondly by the sort of pay young men who have received an English "education can obtain. Hitherto our pupils have had no difficulty in "finding remunerative employment, but the supply of English speaking "young men seems now to be equal to the demand. The number of peo-"ple in towns able to keep their sons at school for seven years is not "great; and the high price of provisions during the last two years has "made it smaller than before. The classes that have money viz., the "mahájans and banyas have few dealings with Europeans and do not "consider an English education a good investment for their money. But "as more and more of our pupils are seen rising to honourable situations, "more and more of the people will make an effort to give their sons the "education that qualifies them for such promotion."

"If the numbers have not greatly increased the scholars have made "good progress. In Fyzabad, Seetapoor, Roy Bareilly and Gondah, the "average progress is much higher than in any previous year the classifi-"cation is better, and the teaching more thorough, Baraich is also some-"what better, while Pertabgurh alone has been falling back. In Novem-"ber the Bishop examined the schools at Roy Bareilly and Sultanpoor. "He expressed himself well pleased with the latter and spoke very highly "of the former. As his Lordship sees the schools of so large a portion of "India his remarks will carry great weight. I consider we must now "look more to the quality of the education than to the number of scholars. "Thorough and economic teaching in zillah schools appears to me not "only more easily attainable but more desirable than a sudden increase "of boys."

"Fees have greatly increased. I cannot however recommend Head "Masters to press for a great rise during next year. In some instances "they may be augmented but on the whole they are as high as the people "can afford to pay."

"The school buildings are all in good order but most of them "require to be enlarged. Sultanpoor, Roy Bareilly and Gondah are very "much overcrowded."

"The school libraries have been increased by 80 or 100 volumes "each during the year, most of these books are suitable for boys reading "at home. The Roy Bareilly boys are the keenest readers, but those of "Fyzabad and Gondah also read a good deal."

Clear progress has been made. The constant care and close supervision of Mr. Thomson have led to substantial and gratifying results.

WESTERN CIRCLE.
Oonao.
Barabunkee.
Seetapoor.
Hurdui.
Kheree.

33. The western circle was under the immediate control of Mr. Handford. His labours remain. His record of them is wanting. His journal bears daily witness to the minute care and the untiring energy which he bestowed upon his charge. But he seems to have reserved for the Annual Report his comments on their results.

The following extracts and remarks passed upon the reports of the head masters can but poorly supply the place of his customary review drawn from an intimate practical knowledge and a wide and ripe experience.

Zillah Schools.

Munshí Durgá Parshád, the Junior Inspector, writes as follows:—

"Of the zillah schools in this circle 5 in number it is gratifying to "observe that all of them are well fed from the middle class institutions "and have got a respectable first class each, the students of which prepare "themselves for the Entrance Examination of the Calcutta University to be "held in December next. I have examined on my tour most of these stu-"dents, some 32 in number, and am led to believe that in general they "will do credit to themselves and to the department to which they belong. "The lower classes of these schools as well as branches to them are also "well proportioned and getting on very satisfactorily on the whole. Last "year I was not satisfied with the state of the lower classes and branches "of the school at Nawábganj but I am glad to notice this year its staff is "revised by you and that the institution is now fast improving both in "studies and numbers."

Oonao.

Oonao.—The roll has risen from 172 to 186. The fall in the average of daily attendance from 147 to 129 and of the percentage from 84·5 to 82·9 is attributed to an outbreak of cholera during the rains of 1869 which drove large numbers of the pupils from the station. All classes were at work. The promotions which resulted on the September Examination are given in the margin.

Classes.	No. in class at close of 1868-69.	No. in class at close of 1869-70.
I, ...	...	6
II, ...	7	14
III, ...	19	21
IV, ...	16	14
V, ...	14	14
VI, ...	19	22
VII, ...	31	34
VIII, ...	57	61
Total, ...	163	186

The 20 pupils in the two first classes contrast favourably with the 7 in the 2nd class in 1868-69.

Fees have risen from Rs. 457-11-0 to 504-6-0. An additional English master is much wanted. It may however be open to consideration whether the want can be legitimately supplied from imperial funds. The old dispensary has done duty as a boarding house, and though scarcely adequate has provided shelter for 20 boarders of whom 14 hold scholarships. Only one branch school has been at work. The opening of 3 more at an early date will go far towards meeting an apparent deficiency in elementary education. The head master Babú Sítal Pershad Gúpt is alive to his responsibilities, and has found in Colonel Chamier a ready counsellor and kind friend.

Nawábganj Barabunkee.

Nawábganj. This school has not as yet fulfilled the requirements of the place, which with Barabunkee numbers 14,489 inhabitants, and which *had* a branch school in a large neighbouring village Barail, itself a small proprietary taluka. This branch has been discontinued from the shortness of local funds. Meer Wajid Ali the old head master resigned during the course of the year. His successor Baboo Ram Mohan Banerjea, B. A., did his best to remedy irregularities into which the school had fallen and to introduce a stricter discipline.

In the hands of Mr. Daniell, recently transferred from Gondah, where his services were warmly appreciated by Mr. Thomson, there is reason

to expect that the school will be placed on a satisfactory footing. The percentage of daily attendance has risen from 82 to 86, and fees from 462 to 481, but the attention of the Junior Inspector has been called to the attendance, the fees, and above all to the urgent necessity of meeting adequately the wants of primary education in the shape of branch schools. The utter want of action on the part of the local committee has been marked, while there is much room for its exertions. Mr. Glynn, the Deputy Commissioner, Missr Canouji Lall, the tahsíldár, and the head clerk in the Settlement, Baboo Kali Kishun Chatterji have each taken an interest in the school, and there is every reason to hope for good progress during the current year. There are six stipendiary boarders from tahsíl schools, whose conduct is most favourably reported on. Even for so small a number the present building is scarcely adequate.

Seetapoor.

The zillah school at Seetapoor has the advantage of a head master, Baboo Ram Chandra Bose, whose heart is in his work and who carries his fellow teachers with him of the cordial support of the official community; and of the neighbourhood of wealthy and intelligent talukdars. The newly established literary institute, the Tahzeeb-i-Seetapoor has also had a favourable influence on the school. A slight falling off in the average attendance throughout the year is attributable to special causes, the outbreak of cholera, and the transfer of a branch school from the sudder bazar to Ismailgunj.

The fees show a satisfactory rise; but, notwithstanding the interest taken by all classes in the school, the talukdars and wealthier landowners do not avail themselves of its advantages for their own sons, and evince a desire for special classes on their own behalf. The legitimate gratification of this feeling should ultimately be sought in local rather than in imperial funds. A self supporting class, reserved for pupils whose rank may entitle them to the distinction, may be deserving of consideration.

The demand of the head master for less vernacular and for more English education is perhaps natural. The truer want is education for the masses: a point on which it could have been wished that more details had been given in the head master's report As an instance of one of the discouragements which masters have to undergo, it may be observed that there have been during the year 228 admissions and 199 dismissals: the latter occasioned mainly by the migratory habits of a considerable portion of the population, and the frequent transfer of Government officials from the station.

Classes.	At the close of 1868-69.	At the close of 1869-70.
I,	0	7
II,	10	11
III,	13	18
IV,	14	11
V,	16	19
VI,	19	18
VII,	57	47
VIII,	86	82
Total, ..	215	213

The results of the September examination were as per margin. Promotions were largely earned and the higher pupils obtained marks amounting to nearly 75 per cent in almost every branch forming the subject of examination.

The following is the testimony of the Lord Bishop of Calcutta. "The tone and discipline of the school are good and a credit to the head master." Various officers have recorded their appreciation of the head master, Baboo Ram Chandra Bose, and the school is clearly in excellent hands.

Hurdui.

From Hurdui, a village rather than a town, too much in either attendance or fees should not be looked for. The results of the examination are favourable. The head master points out that the agricultural classes lose heart on finding that two years is far too short a time for the acquisition by their sons of the English language, the royal road to advancement. By the amlah the school is keenly appreciated.

Sickness and the closing of the Maholia branch account for slightly diminished numbers. These in their turn raise the average cost per pupil. Accommodation is urgently required for boarders who at present are most unsuitably lodged in the bazár. The completion of the new building by the Department Public Works, before the ensuing rains is earnestly to be desired. That the old one will stand against them is problematical.

In the heart of an agricultural population, sound vernacular rather than incomplete English teaching is what is wanted. But the doctrine is popular with neither masters nor people.

Kheree.

In Kheree, increased numbers have been accompanied by steady attendance so that the percentage remains the same. The fees show a satisfactory increase: 64 dismissals to 82 admissions (78 per cent) point to the migratory nature of pupils, and seem to show that the school has not acquired a firm hold on the inhabitants.

During the last five years the number on the rolls and the average daily attendance have risen from 90 and 79 to 159 and 134 respectively. During the same period fees have risen from Rs. 96 to Rs. 317. The promotions following on the September examinations are given in the margin. The head master points out with commendable satisfaction that an old pupil of the school, Nanuck Chund, who left it for the Canning College at the end of 1867, passed the late University Entrance Examination, and obtained the reward of Rs. 500 offered by the Secretary of State.

Classes.	At the close of 1868-69.	At the close of 1869-70.
I,	0	4
II,	5	7
III,	10	9
IV,	6	10
V,	11	18
VI,	22	21
VII,	29	46
VIII,	58	44
Total,...	141	159

The branch school of Kheree is reported as having made fair progress.

Libraries.

35. Libraries. The grant of Rs. 2,750, (250 for each of the zillah schools,) from general savings, noticed in the corresponding para. of last year's report has borne good results.

Boarding Houses.

An early settlement of this important question is much to be desired. The general deficit has led to an inquiry, still pending, as to whether nazul houses available for the purpose may not forego the necessity of a large outlay on building. As part of the system of scholarships, boarding houses demand early attention.

B.—Middle Class Schools.

(1) *Anglo-Vernacular.*

Anglo-vernacular.

36. There are 18 schools of this class, that of Salone having been discontinued, as was stated in last year's report. Of eleven the whole establishment is paid by Government, of the remaining seven the vernacular teachers are paid from imperial funds, and the English establishment from subscriptions, aided in five cases by Government grants-in-aid.

Statistics for last six years.

Their statistics for the last six years are as follows :—

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
							Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
A. V. T. Schools.	1864-65	18	1548	...	972	...	541	20344	18472	20 14 10	13 13 9
	1865-66	19	1907	1711	1424	83	1056	28590	19455	20 1 3	13 10 7
	1866-67	19	2072	1899	1593	83	1186	25938	17168	16 4 6	10 12 5
	1867-68	20	2258	2174	1716	78	1581	32020	23284	14 11 8	10 11 4
	1868-69	19	2164	2149	1775	82	2043	30510	22348	13 15 0	10 3 4
	1869-70	18	1840	1965	1599	81	1945	26809	20389	13 10 3	10 5 11

Details for last two years

A detailed statement for the two last years is also given :—

Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
					Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
19 Anglo-Vernacular Tahsil Schools 1868-69,	2164	2149	1775	82	2043	30510	22348	13 15 0	10 3 4
18 Do. do. 1869-70,	1840	1965	1599	81	1945	26809	20389	13 10 3	10 5 11

37. In each head but the "average cost per pupil," the last year's returns show a falling off. For this the reduction of the Salone school only partially accounts.

Course of studies.

38. According to the new scheme described in para. 29, the course of studies corresponds with that of classes IV to VIII in zillah schools.

Classes.

The number of pupils in each class at the close of the last six years was as follows :—

Institutions	Year.	Number of institutions.	Number of pupils in classes.					Total.
			I	II	III	IV	V	
A. V. T. Schools.	1864-65	18	21	150	328	397	652	1548
	1865-66	19	115	245	412	448	687	1907
	1866-67	19	81	192	276	528	995	2072
	1867-68	20	84	218	285	547	1124	2258
	1868-69	19	146	189	336	517	976	2164
	1869-70	18	147	209	291	489	704	1840

Results of examination.

The following is the statement of classes based on the September examination for the last two years.

Institutions.		Number of pupils in class.					Total.
		I	II	III	IV	V	
19 A. V. T. Schools	1868-69	146	189	336	517	976	2164
18 A. V. T. Schools	1869-70	147	209	291	489	704	1840

39. Keeping in view the broad principle that the main object of Government is, by means of village schools to give elementary education to the masses; and that the higher class of education is to be sought in zillah schools, (an object for which scholarships and boarding houses may be hoped to supply the means); it must be expected that the anglo-vernacular schools will assume less and less importance in proportion as their more promising English pupils are absorbed by zillah schools.

Position of these schools in general system.

It will not be a source of regret. if, as time goes on, the English element be concentrated in the zillah schools; and the middle class schools devote more of their resources to superior vernacular education. This was clearly recognized and very clearly put by Mr. Handford in the corresponding para. of last year's report.

Judged from this point of view, the returns seem satisfactory. The apparent falling off in the lowest classes may deserve attention in so far as these classes represent the only elementary education open to the masses in the towns where these schools are situated.

Nor should the claims of town schools to a share in the cess, as being also village schools, be lost sight of.

40. The following details of this class of schools, in the Western circle are suggested from such sources of information as are at command. Moonshee Doorgapershad, the Junior Inspector, reports as follows.

DETAILS Western circle

"There are now 11 Anglo-Vernacular Tahsíl Schools in this circle "instead of 10 at the close of the proceeding year, the one at Hydergurh "having been lately transferred to this from the eastern circle. With "3 exceptions I visited them all, and was in most cases satisfied on "the whole with the progress made during the year. I was rather dis-"appointed in the school at Durriabad, where two of the subordinate "teachers I found in an intrigue against the head master who failed "through their machinations I suppose, to keep up the school in good "order, your stringent and strict orders however in the case above alluded "to, transferring the head master and reducing the pay of his anta-"gonists have had the desired effect, and the school, I hope is being "restored to its pristine vigour. I was not satisfied also with the English "Departments of the schools at Hydergurh and Rámnagar, Zillah "Barabunkee, as the people there with the exception of a few cases, do "not at all evince an earnest desire for the study of English which might "therefore be dispensed with in those institutions to the advantage of "more popular vernacular education in the district. The school building "at Hydergarh requires some petty repairs with an out-house and a "necessary for the use of its servants and students."

Anglo-vernacular Tahsíl schools.

Durriabad

Hydergarh and Rámnagar.

Serious notice was taken by Mr. Handford of this school. "It is "quite clear the masters have forgotton their duty to the school and "department in which they are employed and have for some time past "wasted time and energy in quarrelling with each other. As a conse-"quence serious injury has been done to the school, the pupils have "become dissatisfied and disrespectful, and the numbers in the two senior "classes have fallen to six and five respectively."

Durriabad again.

Vide letter No. 1746, dated 16th Feby 1870

The head master Beshashur Dyal was removed, and the 2nd and 3rd masters reduced.

The new head master is alive to the deficiencies of the school and is doing his best to remedy them. He reports the branch school as working well.

Mr. Handford on his inspection noticed an improvement in the school. The head master's report on some of the lower masters is not favorable, and the fact that the people are withdrawing their pupils for private education seems to show that the school has not yet secured a firm hold on their esteem; among many, however, the improved English education is thoroughly appreciated.

Rodeuh.

The head master's report bears out the want of appreciation of English education on the part of the people "many of whom even think "it a sin to read English." He also notices the effect of removing the

Rámnagar.

head quarters of the tahsíl from Rámnagar to Futtehpoor. He bears testimony to the interest shown by the Police Inspector Nizam-u-dín, but writes like a good man out of heart.

The expediency of closing this as an Anglo-vernacular school will be specially considered.

I gladly record Mr. Handfords' remarks in November. "Examined "the classes and found all going on well, decidedly improved since "last year."

Hydergarh.

Similar remarks may be made as regards the school at Hydergarh. The head master honestly acknowledges that his anticipations have not been realised.

He adds, "the present Tahsíldár, Múnshi Sham Beharee Lall, is a "great friend of education and always takes interest in the welfare of "the school." I take this opportunity of recording my high sense of the honesty with which the head masters generally record the results of their yearly labours, and my sympathy with their feeling that, too often, their labours seem thrown away. A sensitive, laborious, and conscienceious set of men, they peculiarly deserve kindly encouragement from officers on tour.

Purwah.

The building is commodious, but there has been a falling off in attendance. The causes are attributed partly to poverty; mainly to the closing of the branch school; and partly to the draft of higher pupils to the zillah school at Oonao.

The last is a cause of satisfaction, but the falling away of 79 boys in the two lower classes, though met by a rise of 15 in classes III and VI, calls for attention. Elementary education seems again wanting, and in a town of 10,880 inhabitants, must be supplied.

Biswah.

The head master furnishes a full report. In November Mr. Handford found all the classes doing well; not quite up to the mark in Urdu, writing, and arithmetic. The closing of a branch school and the falling off in the lower classes must also here be noticed. The average percentage, 84, is good. The head master points out the encouragement given by parents to their sons to stay away on local holidays and on excuses of every kind, and a word from the district officers to the leading landholders might not be without effect. The fees show a satisfactory rise from Rs. 119 to 141.

The head master's energy in the collection of these fees savours of zeal without discretion. "The number of free boys on the rolls and those "who pay the minimum rate (½ anna) are growing beautifully less and "less, and I hope that none of them will deface the register by next year."

The falling off in pupils is 37, that of the two lower classes 51. Elementary education it may be feared is neglected. The higher classes are well looked after. The existence of a school sub-committee of which the officiating Deputy Commissioner, and Commissioner were, to judge from their reports, apparently unaware, is brought to light by the head master.

It held one meeting, "but all the Talukdárs and respectable mem-"bers of Biswah (with one exception) were among the absentees. We "had a fair discussion on the probable causes which hinder the progress "of the school for a full hour and then the meeting was dissolved. We "anticipate something intrinsic and substantial in the next time."

He begs to draw attention to the cordial and lively interest which Mirza Mahmud Beg the Tahsíldár takes in the prosperity of this school.

"It is a blessing to the school to have such a Tahsíldár here, and "I hope better results will issue forth through his hearty and friendly "co-operation."

Shahabad.

When closing of branch schools have been so frequent, it is pleasant to find that the old branch school at Shahabad has continued to supply boys well up in the Urdu course of both the 8th and the 7th classes.

This school with its 163 pupils can most inadequately supply the wants of the 18,254 inhabitants of Shahabad.

Bilgram.

The number of pupils has increased from 129 to 148. The distress of the inhabitants during the year was excessive, and the prejudice of the old "Sáyads of Bilgram" in favour of Arabic and Persian is not surprising. That the school should have held its own is satisfactory. The average attendance has risen from 109 to 128, and fees were 184-10-6 as against 172-5.

The cost of each pupil shows a decrease. 4 of the 2nd class got scholarships, and 7 were transferred to the zillah school. An additional branch school has been added. The two branches contain 45 boys and are flourishing. The school shows well; the head master, Munshi Imdád Hosein, earned his promotion of Deputy Inspector, and his successor shows an interest in his duties. He is, I observe, a Bengali. The town contains 11,534 inhabitants, and special means should be taken for attracting to the school the children of the respectable Musulmáns.

Sandilah.

The head master took charge in October when he found the school in a disorderly state. "Of 114 boys on the register, 33 were absent."

Failing in securing attendance, the new master struck 24 off the rolls. His efforts towards conciliating the inhabitants secured 31 fresh pupils, and among them the sons of the Tahsíldár, the Thanadar, the Native Doctor, and the Kanungo.

The examination and general conduct of the boys is favourably spoken of. Two branches are doing fairly. Accommodation appears insufficient.

The old story is repeated. "The town is mostly populated by "Mahomedans and Kyaths who pay little attention to the subjects taught "in the schools, whilst the leading classes such as shop-keepers and drapers "who come to the school are in the habit of leaving it as soon as they "have learnt a little smattering of Nagri and arithmetic whereby they "are considered by their guardians fit for their business." "None of

"the Talukdárs of Sandilah take interest in the school matters, nor does "any of them ever visit the institution except at the time when the arrival "of any district officer in the school is reported to them." The Tahsíldár, Mahomed Karím Khan, is an exception and has been of much assistance to the head master.

The Head Master is doing well, but the school must expand to satisfy the wants of 15,511 inhabitants.

Mohumdee.

The Mohumdee school has held its own.

The late I (old III) class boys, 8 in number, passed their examination so creditably and successfully that all of them were promoted to class III (new scheme) of the zillah school; but, with one exception, could not owing to the scarcity of scholarships, go to the zillah school. The accommodation requires extending The population of Mohumdee is only 6,861, and the school seems to work well.

Golah.

I agree with the Head Master in thinking that "this school should "be converted into a vernacular town school, and no more waste of labour "allowed."

There seems to be no scope for English education or likelihood of increased fees. Pundit Ganga Pershad the Tahsíldár has aided the master readily.

On the whole, the schools seem to have worked fairly, but concentration of English teaching in a few promising pupils who by their own resources or by the help of scholarships can *complete* their course in the zillah schools, and a reduction where this cannot be effected, seems to be the conclusion to be drawn from the reports on Anglo-Vernacular schools. Attempts too ambitious appear to have resulted in partial failure.

A great deal of honest work has been done; and the system rather than the material seems to demand consideration.

Eastern Circle.

41. I give Mr. Thomson's report *in extenso.*

ZILLAH FYZABAD.
1. Akbarpoor.

"Section II. English Town Schools. At the close of this year there "are in Akbarpur school 76 boys against 83 at the close of the previous "year. After the General Examination in September last, 8 boys were "transferred to Fyzabad Zillah School, which accounts for the decrease. "There are, still, more boys than the present wretched school building "can hold, and it is impossible to say when the new building will be "ready. The average daily attendance has been 79 per cent of the regis-"tered number which is fair. The fees have amounted to Rs. 83-14-0 "against Rs. 91-0-0 in 1868-69. The Head Master, Munshí Ram "Golám, is a careful teacher, but too easy with truant boys and parents "that dont pay their fees. The boys did very well at the General Exa-"mination and when I inspected the school in November I found all "the classes making satisfactory progress. The classification is as fol-"lows. I Class—14 boys, II—14, III—17, IV—18, V.—13.

"The numbers here have risen from 93 to 100, the fees from "Rs. 101-4-0 to Rs. 122-14-0, but the daily average attendance has fal- "len from 84 per cent to 81 per cent. At the General Examination the "school did well and 6 boys were transferred to the zillah school. The "teachers here are all most attentive to their duties. The Head Master, "Munshí Rám Pershád, has just been promoted to the 3rd mastership of "Fyzabad Zillah School. Pundit Parshotum Dás and Munshí Surju "Prasád have done their duties to my complete satisfaction: when I in- "spected the school in November I found all the subjects had been care- "fully taught, especially arithmetic and the vernacular. 2 Tándah.

"There is also a Hindí School in Tándah for the children of banyas "&c., which is supervised by the head master. It contains 32 boys who "have paid Rs. 23-5-0 as fees during the year. The average attendance "has been 84 per cent which is very good for boys of this class. The "boys are taught writing and accounts quickly and cheaply, and their "parents consider any thing beyond this unnecessary if not mischievous.

"In the English school the classes are as follows:—

"I class—12, II—11, III—17, IV—31, V—29.

"Considering the difficulties under which the people of Tándah have "laboured during the past year, the progress of the school is satisfactory. "Almost all the inhabitants are engaged in the manufacture of cotton "cloth, and while the price of food has doubled or trebled, the price of "cloth remains as it was. Many people have left the town and gone to "the cotton factories at Bombay, while those who remain find so much "difficulty in earning a living that they have little time to think of "education."

When the time has come for an industrial 'technical' school, Tandah, with its cloth trade, and its inhabitants of 13,543, should prove a promising locality.

"The school at Jais has fallen off both in attendance and fees "during the year. There are now only 87 boys against 108 at the close of "1868-69. The fees have amounted to Rs. 77-11-0, whereas in the previ- "ous year they amounted to Rs. 93-6-6. This falling of is due to the "removal of the tahsíl and thana from Jais. Several Government servants "connected with these establishments, sent their children to school and "when, as sometimes happened, the tahsíldár took an interest in education "he persuaded many of the people of the town to send their sons. At "last general examination eight boys of the first class were found fit for "promotion. Three of them got scholarships and are now reading in the "zillah school, the other five being unable to go at their own expense have "discontinued their studies. I inspected the school in December and "found all the classes well taught. All the masters do their work care- "fully and diligently. ZILLAH ROY BAREILLY. 3. Jais.

"The classification is as follows:—

"I class—10, II—14, III—20, IV—23, V—20.

4. Inhona.

"The school here has also fallen off and partly for the same reason, "but partly also from the negligence of the head master. There are now "only 60 boys against 85 at the close of last year. The fees have fallen from "Rs. 74-2-6 to Rs. 45-12-0. I have already reported that I do not consi- "der Pundit Ruttun Náth fit for a head mastership, and that there can be "little hope of the school's improving under him. At the general exam- "ination the school did fairly, and four boys were found fit for promotion "to the zillah school. The classes are at present as follows:—

"I class—8, II—10, III—9, IV—17, V—16, total 60.

"This school remains nearly as it was during the previous year.

ZILLAH GONDAH.
5. Utroula.

"There are 91 boys on the register against 95 at the close of 1868-69, "but the average daily attendance has been 78 against 76, and the fees "have risen from Rs. 101-12-6 to Rs. 126-2-6. I inspected this school in "February, and was dissatisfied with the teaching generally and with the "English in particular. The pronunciation was bad and the translation "formerly so good in this school, was unidiomatic. The new head master "Munshí Jageswur Prasád, who managed Inhona school very well, has "not been teaching so carefully as his predecessor Munshí Debi Singh did. "The second master, however, did a great deal of mischief. He was trans- "ferred from Nánpárah for quarrelling and inefficiency, and he had been "here but a short time when he took to making mischief again. In the "first instance I fined him, but finding that had no effect, I dismissed him. "I expect the school will now make progress.

"The classification is as follows:—

"I class—0, II—17, III—19, IV—23, V—32.

"There is no first class as the boys were transferred to the Zillah "School.

6. Nawábganj.

"This school has not done well during the last year. There are only "106 boys against 130, but as 106 is twice as many as the present school "building can accommodate there is, perhaps, no great reason to be dissatis- "fied on this account.

"The average daily attendance has been very unsatisfactory, only 64 "per cent., and the fees have fallen from Rs. 114-12-0 to Rs. 93-2-6.

"In my last report I stated that I did not consider the head master "competent to have charge of a school, and he taught so badly that "towards the close of the year he had to be dismissed.

"The classes are as follows:—I Class—0, II—8, III—6, IV—19, "V—73, total 106.

"After the General Examination there was a first class of five boys, "but when I inspected the school in February I transferred two to Fyzabad "Zillah school and reduced the other three to the second class. The number

" of boys in the last class is immensely too great. This is partly due to the " master's negligence, but also to a considerable degree, to the apathy of " the parents. Almost all are banyas, who consider that when a boy can " write names and numbers his education is complete. Almost as soon as " boys are fit for the fourth class they are withdrawn.

" In 1868-69 this school did very poorly. The head master was suffer- " ing from consumption and not able to work energetically, and the sub- " ordinate masters were negligent. In October, the head master had to " take sick leave and go to his native town, Futtehgurh, where he shortly " after died. Munshí Lachman Pershad, who officiated for him, continues " in charge. He works hard, has made the boys attend more regularly, " and increased the amount of fees. There are now 106 boys against 100 " at the close of 1868-69, and the average daily attendance has been 84 per " cent.; whereas in the previous year it was only 68 per cent. The amount " of fees has risen from Rs. 46-8-0 to Rs. 68-5-0; this is still very small. " The classification is as follows :— 7. Colonelganj.

" I. Class—0, II.—7, III.—15, IV.—30, V.—54.

" I inspected this school in March. Though still inferior to most " of the English town schools it is decidedly better than in previous " years. All the masters appear to be working diligently."

" English town schools have continued this year pretty much as " they were last year. The numbers registered are slightly less, but the " daily attendance is as good. There is a greater proportion of boys in " the higher classes, and the teaching is on the whole better. It will " be necessary after next general examination to enlarge the scheme of " studies, that is to have six classes instead of five. When boys have finish- " ed the present town school course they are still three years from the " entrance examination, and there is always considerable uncertainty " as to whether a boy will be able to pass at the end of three years or not. " If he read another year, it would be comparatively easy to say whether " he could prepare in two years or not. It would also reduce parent's " expenses. It costs little to educate boys while they come home every " evening, but a good deal when board has to be provided separately as " well as education. Another class will of course involve additional ex- " penditure. But teachers are becoming much cheaper than they were, " and I hope to increase the fees sufficiently to meet this extra expense. General remarks.

" In previous years so few boys were found fit to be sent to the zillah " schools after the General Examination that all got scholarships and the " boys had come to look upon a scholarship as the right of every one who " passed, and not as a reward to a few of the best. In October last so " many passed that not more than one-fourth of them could get scholar- " ships. Of the rest some did not go to the zillah school because they " were too poor to bear the expense, others stopped at home under the " impression that we were driving a hard bargain with them, and would " rather pay than lose scholars. When the boys at Jais found that staying " at home brought them nothing they endeavoured to persuade others to

" leave the school, as there was no hope of scholarships now, and this had " some effect in reducing the numbers there.

" Very great inconvenience is felt from want of proper school houses " at Akbarpúr and Nawábganj. Buildings were sanctioned some years " ago but the Engineers have not yet got beyond searching for a site. A " school house is also required at Tándah. The other four schools are " very well provided for in this respect."

Mr. Thomson's remarks are suggestive. Increased fees are the source to which to look for increased expenditure on English education. The erroneous views which have been taken as to scholarships are significant. Time and judicious management will work a cure. It would be a source of regret if the real end and aim of town schools should be obstructed by means intended to advance them; and if scholarships should prove a mere unhealthy stimulant towards the acquisition of half learnt English, rather than a sure road to success for poor but deserving students. The Senior Inspector is alive to the weak points of the system.

Educational minutes and despatches should be supplied to District Officers.

I venture to suggest that district officers be supplied with educational minutes and despatches; so that the real scope of Government education may be generally known. Assistance however valued, to be effective should be in the right direction. It must not be forgotten that elementary education for the masses, rather than English education for the few has charms for neither the people nor their teachers. Sound though the principle be, it will be long before it comes home to the convictions of those whom it most immediately affects. To the people English education appears, what in many cases it really is, directly and immediately remunerative. To their teachers it cannot but be the more attractive.

Its true value will then be realised when it corresponds with the voluntary payments made in its support.

General conclusion as to Anglo-Vernacular Town schools.

On the whole, it may be doubted whether these English town schools are quite up to the mark, and whether more than one might not with advantage be reduced to a vernacular town school. They would seem to suffer from a tendency to under-value vernacular, at the same time that funds are not forthcoming for a sound English education. In zillah schools the English teaching is bound to be good. In town schools it is of little value if it be not good; whilst its quality depends on the extent to which it is supported from local sources. As regards these schools there is peculiar scope for the working of local committees. Should they and the townsmen generally insist on English education, the conviction that to be useful it must be thorough, and to be thorough must be well paid for, should lead to tangible results. Should they be not prepared to pay for it, the sooner perhaps it is given up in schools where its teaching must be deficient, the better.

42. Buildings.

Building statements are appended.

Schools for which new buildings have been erected.	Schools for which buildings are required.
Purwah,	Biswah.
Durriabad,	Golah.
Rámnagar,	Akberpoor.
Sháhabad, ...	Tándah.
Bilgrám, ...	Nawábganj (zillah Gondah).
Sandilah, ...	
Mahomdee,	
Utroula,	
Colonelganj,	
Hydergarh,	
Jais, ...	
Inhonah,	
Rodoulí,	

Of those in the first list, Rodoulí has been completed this year. Of those in the second list, Biswah, Akberpoor, Tándah, and Nawábganj (zillah Gondah) are included in the Budget of 1870-71. It is to be hoped that the Public Works Officers will be able to arrange for the completion of these buildings during the year.

As regards the buildings at Akberpoor and Jelalpoor,* the remarks of Mr. Carnegy, the Officiating Commissioner of Fyzabad, seem to call for explanation; "I commented last year on the deplorable delay that "had taken place in starting the Akberpoor and Jelalpoor school houses. "It will scarcely be believed that matters have retrograded rather than "otherwise during the year, for the site that had been last year "selected by the civil authorities, has been rejected by the Executive "Engineer, and the site since chosen by the latter officer was disapproved "by the civil authorities. I am told that in this matter of choosing sites "a large sum of money has already been consumed in travelling allow-"ances, for which there is absolutely nothing to show insomuch that no "sites are yet fixed, I need scarcely remark that this is a very unsatis-"factory result."

* Vernacular town school.

Para. 9, memo. on the District school reports. Fyzabad Oudh, dated 10th May 1870.

Which site, or whether both sites are referred to, is not clear.

2. *Vernacular Town Schools.*

43. The number of schools has risen from 20 to 27. Salone was reduced from an Anglo-Vernacular to a Vernacular School; and those noted in the margin raised from the village to the town grade, at the cost of the cess, subscriptions, and grant-in-aid. Of the whole 27, fifteen are paid from imperial funds, the model school half from imperial funds and half from the cess, and the remaining eleven from the cess, subscriptions, and grants-in-aid. To the cess is charged the expense of an ordinary village school, on the ground that the town schools have to perform this duty in addition to their own. The pay of the higher teacher is borne equally by the Government grant and by subscriptions.

Their numbers.

Mohanlalganj.
Khakori.
Bijnour
Mohán No. I.
Mohán No II.
Mánikpoor

How supported.

Comparative statement for the last six years.

The comparative statement for the last six years is as follows:—

Institutions.	Year.	Number of institutions	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year	Total expenditure.	Expenditure from imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
							Rs.	Rs	Rs.	Rs. A P	Rs. A P.
Vernacular Town Schools.	1864-65	15	901	...	554	...	188	5853	4771	10 9 0	8 9 10
	1865-66	15	1082	839	665	79	373	8315	7298	12 8 0	10 15 7
	1866-67	15	1028	954	767	80	472	8217	7104	10 11 4	9 4 2
	1867-68	14	1324	1100	843	76	461	8716	7358	7 14 9	6 11 0
	1868-69	20	2152	2034	1632	80	768	12161	8911	5 15 7	4 6 1
	1869-70	27	2474	2428	1911	78	913	14191	9320	5 13 6	3 13 4

A detailed statement for the two last years is also given.

	Institutions.	Number of pupils on rolls at close of the year	Average number of pupils on rolls during the year	Average attendance during the year	Percentage of average attendance to average number of pupils on rolls	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds	Cost per pupil. Total cost	Cost per pupil. Cost to Government.
						Rs	Rs.	Rs.	Rs as. p	Rs. as. p.
20	Vernacular town schools, 1868-69,	2152	2034	1632	80	768	12161	8911	5 15 7	4 6 1
27	Vernacular town schools, 1869-70,	2474	2428	1911	78	913	14191	9320	5 13 6	3 13 4

Their object.

Vide Educational despatch of 1854 paras. 43, 45.

44. These schools are of peculiar interest, and deserve special encouragement. The stimulant of English education and the hopes of immediate employment which it holds out are wanting. Their high aim is, ultimately, to convey in eastern tongues to eastern minds the advance which has been made in western civilisation and thought. The master who knows English and is content not to teach it, and the pupil who without acquiring the English language has *assimilated* the results of English thought, are both products of an advance in education which has not yet been and which for years cannot be attained. The goal is a long way off. Each step towards it is a step towards progress of the highest, reallest kind. We shall then have educated the people of India when we have taught them, not a mere smattering of our language but to think with us in their own.

For this perhaps the very best of English speaking masters, the most advanced of native teachers are really wanted. The very best translations of the best works are absolutely needed. Until they can be supplied we must content ourselves to make the best use which is possible "of such instruments as are now at our command." Such instruments now are, masters, who as a rule have made little or no advance in English, and whose pay ranges from Rupees 12 to a maximum of Rupees 30 per

Idem para. 45.

mensem; translations of the very poorest kind; a dearth of original works of merit; of vernacular literature, stamped with European thought, nothing. Looked at from this point of view, the actual progress made in vernacular town schools, however short it fall of the ideal proposed by the founders of education in India, is of great interest and shows not unsatisfactory results.

The miserably limited means must be remembered, and above all a kindly judgment must be passed. Increased numbers have been followed by a slight fall in the percentage of daily attendance, but with an increase in fees and a diminished cost per pupil.

Examination.

45. A general examination was held in May 1869; and scholarships awarded in accordance with its results. The following instructions then issued by Mr. Handford give the general working of the system.

1. "Scholarships of Rupees 2 per mensem each are awarded from "16th July to boys who gained 250 or more marks, those who are less than "16 years of age are to be sent to the nearest zillah school to learn English, "those whose age exceeds 16 must elect to go either to the middle class of "the Normal school, Lucknow, or to Roorkee College, or to the Medical "College, Agra: these scholarships will be paid at any one of these three "institutions. In cases where the Inspector considers pupil teachers are "required, the scholarshipholder may be so employed.

2. "Boys who obtained 200 marks or more, but less than 250, will "receive prizes and may be promoted, if there are sufficient boys to form "a class; the Inspectors will decide where the said class is to be formed. "Boys of class I not promoted must read the course of that class another "year."

Scholarships.

The awards of scholarships to boys of class I are given below:—

MEMO. OF SCHOLARSHIPS.

(1).—*Model School, Lucknow.*			
2 Boys, Class I at Rs. 4 each, ...	8	0	0
(2).—*Malihabad School.*			
7 Boys, Class I at Rs. 4 each, ...	28	0	0
(3).—*Saffipoor School.*			
4 Boys, Class I at Rs. 4 each, ...	16	0	0
(4).—*Amethi School.*			
1 Boy, Class I at Rs. 4,...	4	0	0
(5).—*Behár School, Zillah Oonao.*			
1 Boy, Class I at Rs. 4,...	4	0	0
(6).—*Pattee School.*			
1 Boy, Class I at Rs. 4,...	4	0	0
Total scholarships awarded to 16 boys of Class I,...	64	0	0

Number of pupils in each class.

The number of pupils in each class at the close of each of the last six years was as follows:—

Institutions	Year	Number of institutions.	Number of pupils in class.					Total.
			I	II	III	IV	V	
Vernacular town schools.	1864-65, ..	15	5	63	130	269	434	901
	1865-66, ...	15	3	61	178	330	510	1,082
	1866-67, ...	15	3	94	156	302	473	1,028
	1867-68, ..	14	32	79	205	335	673	1,324
	1868-69, ..	20	48	161	365	440	1,138	2,152
	1869-70,	27	128	281	463	515	1,087	2,474

Increase		decrease.
I	80	V. 51
II	120	
III	98	
IV	75	
+	373	
−	51	
	322	
Salone.		
II	3	
III	10	
IV	7	
V	11	
Total	31	

As regards the last two years, the increased numbers, and the advance made are most satisfactory. The total increase of 322 is the result of an increase of 373 in the first four classes, and a diminution of 51 in the fifth. This is of course partially accounted for by the addition of seven new schools, but as only one of them, Salone, had been reduced from an Anglo-vernacular to a vernacular town school, and in it the numbers were very small, the results are gratifying.

The scheme of studies in vernacular town schools is given in an Appendix.

Scheme of studies.

That this scheme falls very far short of the original design is patent. It is perhaps as good as can be expected from the means at present at command.

V. Despatch No. 5 dated 3rd January 1868.

The "creation of a vernacular literature which shall exercise an "influence over the higher education of the natives of India" is a want most keenly felt. It will be long before either translations or compilations can supply it. Meanwhile, the choice of text books is most limited. At best, translations will be but translations after all, and the youth may be forgiven who should seek rather the great fountain heads of English thought, or who, ignorant of English, should prefer his original poets to the best translations we can give.

The ultimate scope of Vernacular schools of the higher kind will scarcely be realised until English literature has by means of English schools and universities taken firm hold on native thought. The full development of vernacular literature will be one of the latest results of our educational efforts. At present we must rest content with the fact that schools are spreading in which we give the highest vernacular

training which it is at present possible to give; that a sound middle class education is really to be obtained; and that when the time has come for conveying through the medium of Urdú the advanced products of modern thought, there will be found to hand in each large town a school in which the desired end may be gained by the mere substitution of better text books and a more accomplished staff.

How much has been done in Oudh can be seen from the following statement, which at a glance will show the number of towns with a population above 5000, and the kind of school with which each is furnished.

District.	Town.	Population.	Nature of Institution.
LUCKNOW.	Lucknow, ..	2,84,779	Govt. Model school, Normal school,* ...
	Amethi, ..	7,128	Government Vernacular Town School.
	Kakori, ..	8,343	Ditto ditto.
	Malihabad, ..	7,333	Ditto ditto.
BARABUNKEE.	Rámnagar, ..	5,714	Government Anglo-Vernacular Town School.
	Futtehpoor, ..	7,494	Aided Vernacular School.
	Durriabad, ..	5,999	Government ditto ditto.
	Rodoulí, ...	12,517	Ditto ditto ditto.
	Zeidpoor, ..	10,680	Aided ditto ditto.
	Nawábganj, ..	10,496	Government Zillah schools.
	Barabunkee, ..	3,993	
OONAO.	Bangermow, ..	7,621	Government Vernacular Town school.
	Saffipoor, ..	7,286	Ditto. Ditto.
	Garsat, ..	5,385	Village school.
	Mooráwan, ..	7,997	Government Vernacular Town school.
	Harha, ..	5 446	Village School.
	Oonao, ..	7,277	Government Zillah School.
	Poorwah, ..	10,880	Do. Anglo Vernacular Town School.
	Bethur, ..	5,009	Do. Vernacular Town School.
	Targaon, ..	6,197	Village School.
	Mowayi, ...	5,001	Do. do.
	Assewun, ...	5,817	Do. do.,† .. ..
ROY BAREILLY.	Dalmow, ..	5,654	Village School,
	Kunsa, ...	5,864	Do. do.
	Roy Bareilly,‡ ...	12,094	Government Zillah School, ...
PERTABGURH.	Salone, ..	5,190	Government Vernacular Town School.
	Pertabgurh & Bela,	6,240	Do. Zillah School.
SULTANPOOR.	Rokha Jaís, ..	11,689	Do. Anglo-Vernacular Town School.
	Sultanpoor, ...	5,708	Do. Zillah School.
FYZABAD.	Jelalpoor, ...	6,275	Do. Vernacular Town School.
	Akberpoor, ..	5,614	Do. Anglo-Vernacular Town School.
	Ajoodiya, ...	9,949	Aided Anglo-Vernacular Town School.
	Fyzabad, ..	37,804	Government Zillah School.
	Tándah Mosáha, ...	13,543	Do. Anglo-Vernacular Town School.
GONDAH.	Gondah, ..	11,966	Do. Zillah School.
	Colonelganj, ...	5,898	Do. Anglo-Vernacular Town School.
	Utroula, ..	5,988	Do. ditto ditto.
	Bulrampoor, ..	13,878	Aided Anglo-Vernacular Town School
	Nawábganj, ...	6,131	Government Anglo-Vernacular Town School.
BARAICH.	Baraich, ..	18,986	Do. Zillah School.
	Nánparah, ..	6,866	Do. Vernacular Town School.

*Besides Canning College and Mission Schools. † Lately abolished for want of interest on the part of the inhabitants. ‡ Including Ikhtyarpoor

District.	Town.	Population.	Name of Institution
SEETAPOOR	Khyrabad, ..	15,677	Aided Anglo Vernacular Town School.
	Mahmudabad, ..	6,329	Ditto ditto.
	Seetapoor, ..	5,780	Government Zillah School.
	Pirnagar, ..	5,790	Village School.
	Painteypoor, ...	5,117	Aided Vernacular Town School.
	Laharpoor, ..	10,989	Ditto ditto.
HURDUI.	Pihání, ..	7,582	Ditto ditto.
	Gopamow, ..	5,949	Ditto ditto.
	Bilgrám, ..	11,534	Government Anglo Vernacular Town School.
	Sandí, ..	11,123	Aided Vernacular Town School.
	Sháhabad, ...	18,254	Government Anglo Vernacular Town School.
	Pálí, ..	5,122	Village School.
	Hurdui, ..	6,415	Government Zillah School.
	Sandilah, ..	15,511	Do. Anglo Vernacular Town School.
	Mallâwan, ..	11,670	Aided Anglo Vernacular Town School.
KHEREE.	Khereo and Lukhimpoor.	5,840	Government Zillah School.
	Mohumdee, ..	6,861	Do. Anglo Vernacular Town School.

Of the 'towns' recorded in Table VII of the census report, Assewun in the Oonao District is alone without its school.

The 789,272 which represent the urban population of the province are of its 11,220,232 the best supplied with schools. To him by whose unwearied, unobtrusive energy this was done the census could not have opened at a brighter page.

He has left his stamp upon the province; and "being dead, yet speaketh."

DETAILS

Lucknow District.

Deputy Commissioner's report.

Malihabad.

46. As to the working of these vernacular town schools the following details may be of interest. Of the Lucknow district town schools Mr. Quinton reports thus:—

Malihabad.—"This school consists now of one main school and four "branches, 302 pupils were on the rolls on the 31st March, and the aver-"age daily attendance during the year was 216. This is a most excellent "school, judging from the result of the examination, the best vernacular "school in the province, and it is much to be regretted that the rules of "the department will not admit of a higher salary than Rs. 30 being "given to Mahomed Ibrahim, to whose energy, tact, and industry the "success of the school is mainly due."

Amethí.

"At Amethí there were 158 boys on the rolls at the close of the "year, and the average daily attendance was 113. This is also a fair "school but it may be doubted whether a head master of greater intellec-"tual cultivation would not render the school more acceptable to a town "inhabited by a large number of educated Mahomedans."

Remarks of Educational Committee And of Deputy Inspector

The educational committee resolved that "the condition of the town schools at Malihabad and Amethí is good." "Malihabad," the Deputy Inspector Pundit Shew Nurayen writes, "still beats all its rivals both in "attendance and studies. It is the only school in which an extra class

"has yet been formed, and the branch system has been a perfect "success in sending up boys to the main school, and pupil teachers to the "Normal School." "A library of vernacular books for the use of boys has "been founded." "The popularity of the school especially in a military "station like Malihabad and the sympathy and co-operation it has already "secured for itself is an instance of exemplary character."

The Junior Inspector also reports "that the institution at Malihabad "has maintained its high position amongst the schools of this description, "and has shown a steady increase both in numbers and studies." And Junior Inspector.

Those of the extra class, nine in number, are all scholarship holders and study higher Persian books and mathematics. An honest attempt to meet the people half way is getting its reward.

From Amethi "four boys were for the first time from the Pro- "vince sent to the Agra Medical School where they are very well going "on with their studies." This school however seems to want stirring up. Of the remaining town schools which are not Government Tahsíli Schools, Kakori and Bijnour are cess schools, struggling into town schools. Mahonah is an aided school and Mohanlalganj is mainly supported by the liberality of Rája Kashi Pershad. Of Kakorí Mr Quinton writes as follows. "The circumstances of this town are peculiar. The popu- "lation amounts to 8,343, most of whom are respectable Mahomedans in "reduced circumstances. These men evinced a great disinclination to send "their boys to the ordinary cess school, and to meet their views a separate "class on higher fees has been opened during the year, to which many "persons have been induced to send their sons. Kází Wazír Alí and Moulví "Nasír-ud-dín Khán and Moulví Rashí-ud-dín Khán have used their "local influence in favour of this experiment. The average daily attend- "ance at the school was 85, and there were 91 boys on the roll at the "close of the year."

Amethi. Deputy Inspector's report. Kakorí. Mr Quinton.

The Deputy Inspector writes thus, "all attempts at raising a suit- "able amount of voluntary subscriptions at Kakorí having failed, measures "are now in progress to increase the schooling fees." Deputy Inspector.

The committee "consider that their thanks are due to Rája Kashí "Pershad for the flourishing condition of the schools at Susendí * and "Mohanlalganj, and also to Badripershád Misr, who has presented a "house to the school at Mow †." * Village School. † Village School.

The harmonious working of these schools with Mohanlalganj town school as their centre is shown by the report of the Deputy Inspector. "Among these schools Mohanlalganj is the most advanced and will "have some ten boys at the next annual examination of tahsíli schools. "Boys have been imported to it from Nigohan, Susendi, and Mow Schools "on small scholarships". Mohanlalganj.

Bijnour resembles Kakorí. There is much room for, and some signs of improvement. Bijnour.

Mahonah

"Mahonah school," say the Committee, "since its reduction to a "Vernacular School has made decided improvement." It must make still more. Kyaths abound and should furnish more pupils. The want of a suitable building is severely felt.

A comparative statement of these four schools is appended. Convenience rather than classification has led to the entry of their details in this place.

Schools	Number of boys on rolls at the close of the year		Average attendance during the year.		Total fees collected.		Number of boys in the first, and third classes.		Average cost per pupil.	
	1868 69.	1869-70	1868 69.	1869-70.	1868 69.	1869-70.	1868-69.	1869-70.	1868 69.	1869-70.
					Rs. A. P.	Rs. A. P.			Rs. A. P	Rs A. P.
Mohanlalganj, . .	12	51	23	24	4 6 9	9 2 0	...	22	3 4 9	8 13 3
Kakorí, ...	63	91	59	85	20 2 0	14 12 6	32	47	3 3 8	2 10 4
Bijnour, ...	65	53	35	34	11 1 9	11 13 9	20	21	2 2 9	3 11 10
Mahonah, ..	73	69	60	57	81 3 6	43 14 6	21	29	12 14 9	9 1 5

Kakorí, Amethi, and Bijnour, are typical places. Decayed Musulman Kusbas, they may prove hot beds of discontent. They may like Malihabad prove nurseries of good. Even a beginning is something done. It is no small satisfaction to have to note the progress made on the one side by the aid and liberality of the Brahmin Rája Káshí Pershad, and on the other among the once turbulent Affredies of Malihabad.

Model school.

As regards the Lucknow Model School there is some variety of opinion. The Deputy Inspector, the Junior Inspector, and the educational committee spoke favourably of it. The report of Mr. Quinton is the reverse.

"The Model school is a town school supported partly from Imperial "funds and is situated in the Chouk. The number of pupils on the "rolls at the end of the year was 116, 53 Hindoos and 63 Mahomedans. "The average number of pupils on the roll during the year was 107, and "the average daily attendance 73.

"The Deputy Inspector reports favourably of this school, but I "cannot say that I consider it what a good vernacular school should be. "Situated in the main street of the populous city of Lucknow, there "must be something either in the mode of teaching or in the curriculum "which is not attractive to the residents of the neighbourhood, and a "modification of these is worthy the attention of the Director of Public "Instruction.

"I am also of opinion that a grant to this school of Rs. 420 from "the educational cess raised from the agricultural population of the dis-"trict is not just. It is true that teachers from the Normal school are "supposed to go there and learn the method of instruction; as a fact I "believe they rarely go, and if they di l go the value of their assistance "might be set against the benefit derived by them."

A special report has been called for. The testimony of Baboo Ram Chandra Sen, Head Master of the Normal school, and at present officiating Junior Inspector, is as follows :—

"The usefulness of the institution is beyond all question. Besides "cultivating a growing taste for Urdu literature in the city, it has during "the last two years sent out one pupil to the Agra Medical College, "three to the Canning College, 43 to the Normal School, 14 to Government "offices, and 19 to private ones. Some 90 more ex-pupils of the school "are still ready for service. All this is satisfactory indeed, especially "when we consider that the progress of the school has been left mainly "to itself against innumerable disadvantages."

This school is really a part of the Normal school scheme. As such, it is clearly entitled to a share in the cess drawn, not from the district of Lucknow, but from the whole province. That there is room for improvement is beyond doubt. As little doubt is there that the school does something towards the education of the thousands of Lucknow, for whom Lucknow itself does so little. It would be hard to take from them the little that they have.

Oonao District. Saffipúr.

47. Of the Oonao schools of this class, Saffipúr is still the best. It has 135 pupils on the rolls; the average attendance throughout the year being 89. "All classes are at work and doing fairly." But there is still room for improvement in the highest classes. The population, 7,286, is by no means adequately represented in the school. The next best school is Behár, transferred from Roy Bareilly; but the removal of the tahsíl and thana may, it is to be feared, lead to its reduction to a village school. During the year it had 110 pupils with an average attendance of 84. "All classes were at work and doing fairly." A better building is an urgent want. Chamraoli has much improved during the year. Its rolls showed 141 pupils with an average attendance of 109. "Classes II "to V are at work and are doing well. I hope there will be a first class "in the school after the next examination." The people are said to be averse to education.

Behár. Chamraoli. Deputy Inspector's report

Bhagwantnagar. Bhagwantnagar has now a town instead of a village school and seems to promise well.

Of the aided schools, Bangermow is not progressing; Moradabad and Morawan are said to be doing well. The old teachers have returned from the Normal school, a sure ground for hope.

Barabunkee District. Kursí.

Kursí has also suffered from the removal of the tahsíl and Settlement office. Its numbers have fallen from 127 to 113, but its percentage of attendance has risen from 77 to 84. Two old branches have been closed as too distant from the Central school. Two new ones in the town itself have been opened in their stead.

Seetapoor District. Bárí.

Bárí and Misrikh have made progress and each have now first classes. In Bárí the distress was severely felt. Several boys were compelled to leave the school. "All possible measures" writes the Deputy Inspector "were taken for raising fees, but to my great regret the "people of this dilapidated town are so very poor that they generally live "from hand to mouth."

Misrikh.

"The people of Misrikh have appreciated education in the same "degree as last year." The sub-committee too has shown signs of a vitality of which the district officers were apparently unaware.

Hurdui and Kheree.

From Hurdui no report has been submitted. And in Kheree the vernacular town schools seem barely to be holding their own.

Eastern Circle.

48. Of the eastern circle Mr. Thomson reports as follows :—

ZILLAH FYZABAD.
1. Jelalpúr,

"The numbers here have fallen off slightly *viz.*, from 96 to 87. "Jelalpúr is a manufacturing town like Tándah, and the people have felt "the high price of provisions a good deal. The average daily attendance "has been 71, or 77 per cent which is fair.

"The fees have amounted to Rs. 51-15-6. The boys are not so far "advanced as they ought to be, but they have made considerable progress "as will be seen from the following numbers :—

"1868-69, I Class —0, II— 6, III—17, IV—25, V—48.
"1869-70, I „ 0, II—12, III—20, IV—21, V—34.

"The proportion of boys in the last class is still much too high. In "regard to the school building I may repeat the remarks I made last year. "'A new school house was sanctioned for Jelalpúr, and ought to have "'been ready ere this time. Bricks have been burned but no attempt at "'building has yet been made.'

ZILLAH SULTANPOOR.
2. Jagdispúr.

"Early in the year under report cholera broke out in Jagdispúr, "and as the boys from the neighbouring villages, who form the majority of "the pupils would not come near the town, I had to close the school for a "time. This has caused a considerable decrease in the number of scholars "*viz.*, from 69 to 46. The masters were in no way to blame in the first "instance, but I am not satisfied that they have done their best to collect "boys since the school re-opened. The fees have amounted to Rs. 30-0-0. "The classes are as follows :—

"I Class—0, II—10, III—11, IV—13, V—12. Total 46.

ZILLAH PERTABGURH.
3. Pattí.

"All have been carefully taught. This is by far the best school of its "class in my circle. The numbers have risen from 74 to 85, and the "average daily attendance has been 72. The fees have amounted to "Rs. 42-5-0. Considering that Pattí is but a small village and the people "around poor, these results are creditable to the two masters Munshí "Ziá-ud-dín and Pandit Chandar Mul. The classes are as follows :—

"I Class—8, II—4, III—23, IV—13, V—27. Total 85.

"I inspected this school in January and was well pleased with all the "classes. The penmanship ought to have been better, but in Arithmetic, "Algebra, Euclid, and Surveying, the boys did remarkably well.

4. Behár

"The numbers here are 65 against 80 at the close of the previous "year. The average attendance has been 52. Fees have risen from "Rs. 24-10-6 to Rs. 26-0-0. The progress of the boys will be seen "from the following statement :—

"1868-69, I Class—0, II— 7, III—10, IV—13, V—50.
"1869-70, I „ 7, II—10, III—11, IV—16, V—21.

"I inspected this school in December. The boys understand what "they have read very fairly, but their answering was not so prompt and "precise as it ought to have been.

"The school here was formerly an English school, but the attendance "was so small that it was considered undesirable to incur the expense of "an English master any longer, and early in the present year it was reduced "to a vernacular town school. It has made very little progress owing "partly to the incompetence of the master and partly to the high price "of provisions. There is a masjid in the town endowed with a village or "two, and the moulví in charge gave the boys attending his class both "food and clothing. Of course most people preferred that to paying fees "in the Government school. There are now 31 boys on the register but "the average attendance is only 25, only Rs. 4-7-8 have been collected "as fees. The classes contain—

ZILLAH ROY BAREILLY. 5. Salone.

"I Class—0, II—3, III—10, IV—7, V—11.

"The number registered here is 74 against 76 at the close of 1868-69, "but the average daily attendance has been only 55. The fees have "amounted to Rs. 54-15-0. The masters here have worked diligently "during the year. The classes are as follows:—

ZILLAH BARAICH. 6. Nánparah.

"I Class—0, II—8, III—9, IV—38, V—19.

"I inspected this school in March, class IV seems disproportionately "large, but 18 or 20 boys will be promoted to class III on the 1st April."

49. *Buildings.*—The building at Báwan was completed in June; that at Moradabad in August 1869. Financial pressure postponed the building at Saffipúr, and the wants of Jelalpúr have been already noticed. The Behár school was finished during the year.

Village Schools.

50. The village school is the foundation stone of imperial education, and it is the one means of carrying out what is now recognised as a great State duty. "That the education of the poor ought not to be "left wholly to private enterprise but ought to be undertaken by the "state" was in November 1867 acknowledged by Mr. Lowe, as the first of "the principles which are now pretty well established and agreed "upon as regards the elementary education of the humbler classes." In October 1869 the National Education League proposed as its great object "the establishment of a system to secure the education of every "child in the country" (Great Britain). That in India this is "a distinct "obligation upon the governing classes Europeans and native" and that "the obligation must be admitted even in the uncertainty as to the "means by which it can be obtained" was eloquently brought home to the Members of the Bengal Social Science Association in March 1870 by Mr. Howell.

Mr. Lowe on education "Times" November 4th 1867 quoted in para. 73 of Mr Howell's Note 1866-67.

As regards Oudh, in 1867 Mr. Handford confidently wrote that when the cess is fully levied "we shall be able to place a school under a "well trained and fairly paid teacher within two and a half miles of "every child in the province."

Report 1866-67, para. 65.

Para. 49 of Mr. Howell's Note, 1866-67.

"When these expectations shall have been realised" was the official comment "the problem of primary instruction for the masses will have been solved in Oudh." Bearing in mind the fact that the part of village schools is also undertaken by the zillah and town schools, the progress in the spread of village schools, pure and simple, since 1865-66 has been as follows :—

Spread of village schools since 1865.

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls	Average daily attendance.	Total cost.	Cost to imperial funds.	Average cost per school.	Average cost per pupil.	Remarks.
						Rs.		Rs. A. P.	Rs. A. P.	
Village schools.	1865-66	61	2,004	1,236	1,094	5,082	...	83 0 0	4 10 4	
	1866-67	264	7,462	6,758	5,294	10,570	...	40 0 7	1 15 11	
	1867-68	381	13,707	11,228	8,871	33,753	...	88 0 5	3 0 1	
	1868-69	483	18,261	16,313	12,910	47,061	...	97 6 11	2 14 1	
	1869-70	542	21,433	20,210	16,135	60,963	...	112 7 7	3 0 3	

At the close of 1869-70 there were in Oudh 542 village schools with 21,433 pupils on their rolls. Of these the average number was 20,210, the average daily attendance throughout the year being 16,135. The increase during the past year has been respectively 59; 3,172; 3,897; and 3,225. The attendance has kept pace with increased numbers, the percentage remaining at 79. The average cost per school has risen to Rs. 112-7-7, and the average cost per pupil from slightly below, to slightly above three rupees. The whole cost, Rs. 60,963, is borne by the cess and schooling fees.

The income and expenditure on account of the cess has been already detailed in para. 11.

50A. It may here suffice to note that Mr. Handford's estimate for securing a school within two and a half miles of each child in the province anticipated an average of 85 village schools for each district, or 1,020 for the province. The actual numbers now give an average of 45½ for each district, and 542 for the whole province. This is exclusive of village *branch* schools, a subject on which more information is wanted. As a cheap means of gradually spreading education, mainly through the instrumentality of pupil teachers, these branches deserve every encouragement.

Branch schools.

The fact that Oudh contains

8,243	villages whose population is under ...	...	...	200
8,519	ditto ditto, from ...	...	200 to	500
4,756	ditto ditto, „ ...	...	500 „	1,000
1,611	ditto ditto, „ ...	...	1,000 „	2,000
403	ditto ditto, „ ...	...	2,000 „	5,000
23,532	ditto ditto, „ ...	...	200 „	5,000

shows roughly that on the average there is one village school to about 43 villages. The towns with a population of above 5,000 have been

Para. 44

shown to be more or less supplied. The larger villages ranging from 1,000 to 5,000 and amounting to 2,014 should in time be provided with town schools. For the remaining 21,518 whose population ranges from 200 to 1,000, village schools will suffice When the revised maps now in preparation in the Surveyor General's Office have been prepared, and the census returns made to correspond with the re-distribution of districts, an educational map might be made in which the wants of the province and the extent to which they have been supplied might be ascertained at a glance.

Vide infra para. 118.

Educational map.

Hitherto the schools have spread by a natural and not unwise process of selection. They have been founded in places where they were most in demand. As the cess comes into regular operation, it will be well to compare the amount contributed by each village or "halka" with the amount of education provided for its children. When landholders realise that disinclination for a school implies that they are paying for the schooling of their neighbours, they will probably demand a *quid pro quo*, and we shall hear less of objections to the opening of village schools. At the same time we must not forget that in taking the cess we have made an implied contract to supply the education.

51. The actual distribution of village schools per district is given in the following statement :—

District distribution of village schools.

District.	Year.	Total number of schools.	Number of pupils in class.					Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.
			I	II	III	IV	Total.				
Lucknow, ...	1868-69, ..	49	109	304	360	1,094	1,967	1,702	1,321	79	451
	1869-70,	38	170	354	395	1,109	2,028	1,834	1,417	77	378
Barabunkee, ...	1868-69, ...	54	45	286	434	1,211	1,976	1,927	1,516	78	431
	1869-70, ...	66	318	447	586	1,269	2,620	2,298	1,819	80	648
Oonao, ...	1868-69, ...	64	133	386	477	1,551	2,547	2,404	1,923	80	649
	1869-70, ...	65	257	472	595	1,543	2,867	3,058	2,508	82	493
Seetapoor, ...	1868-69, ...	35	1	87	203	918	1,209	1,031	831	81	317
	1869-70, ...	51	54	309	400	1,219	1,982	1,771	1,478	83	654
Hurdui, ...	1868-69, ..	63	...	137	422	1,740	2,299	2,180	1,805	83	476
	1869-70, ...	66	124	470	655	1,559	2,808	2,642	2,231	84	652
Khereo, ...	1868-69, ...	1	...	9	9	44	62	63	52	82	23
	1869-70, ...	12	2	17	49	303	371	288	242	84	39
Fyzabad, ...	1868-69, ...	48	64	272	426	900	1,662	1,380	970	70	306
	1869-70, ...	46	145	349	444	718	1,656	1,509	1,214	80	452
Gondah, ...	1868-69, ...	3	...	...	15	65	80	54	36	66	...
	1869-70, ...	1	...	...	4	27	31	37	23	62	...
Baraich, ...	1868-69, ...	7	...	...	48	142	190	150	119	79	88
	1869-70, ...	31	...	61	203	784	1,048	871	702	80	490
Roy Bareilly, ...	1868-69, ...	61	206	515	609	1,093	2,423	2,256	1,844	82	607
	1869-70, ...	61	266	471	582	1,031	2,350	2,269	1,760	78	548
Sultanpoor, ...	1868-69, ...	45	91	253	434	975	1,752	1,480	1,173	80	216
	1869-70, ...	52	143	338	530	907	1,018	1,733	1,332	76	374
Pertabgurh, ...	1868-69, ...	53	36	252	431	1,375	2,094	1,686	1,321	78	313
	1869-70, ..	53	66	240	436	1,012	1,754	1,900	1,409	74	431
TOTAL, ...	1868-69, ..	483	685	2,501	3,967	11,108	18,261	16,313	12,910	79	3,877
	1869-70, ...	542	1,545	3,528	4,879	11,481	21,433	20,210	16,135	79	5,164

Effects of of territory

Redistribution of territory in July 1869 has rendered it impossible to show the actual progress made in each district.

It is to be regretted also that the returns of the census were not made to correspond with this redistribution. Only very general and provincial conclusions can be drawn from it, and its usefulness is thus impaired.

The transfers which the re-distribution brought about in village schools are detailed in an appendix. Their result was as follows :—

Lucknow	lost,	...	...	...	11
Sultanpoor,	„	...	...	...	11
Pertabgurh,	„	...	...	...	7
Fyzabad,	„	...	...	...	6—35
Oonao,	gained,	...	...	...	19
Barabunkee,	„	...	...	...	13
Roy Bareilly,	„	...	...	...	3—35

Relative position of districts.

Judged respectively by the number of schools and average numbers of attendance, the districts now rank thus:—

		Schools.	*Rolls.*	
I	Hurdui, ...	66	2,642	2
II	Barabunkee, ...	66	2,298	3
III	Oonao, ...	65	3,508	1
IV	Roy Bareilly, ...	61	2,269	4
V	Pertabgurh, ...	53	1,900	5
VI	Sultanpoor, ...	52	1,733	8
VII	Seetapoor, ...	51	1,771	7
VIII	Fyzabad, ...	46	1,509	9
IX	Lucknow, ...	38	1,834	6
X	Baraich, ...	31	871	10
XI	Kheree, ...	12	288	11
XII	Gondah, ...	1	37	12

Their rank according to the percentage of attendance; amount of fees, which have risen from 3,877 to 5,164; and quality of instruction, as judged by number of pupils in the 1st class; is as follows :—

		Percentage.	*Fees.*		*Pupils in Class I.*	
1	Hurdui, ...	84	652	II	124	VII
2	Kheree, ...	84	39	XI	2	X
3	Seetapoor, ...	83	654	I	54	IX
4	Oonao	82	498	V	257	III
5	Barabunkee,... ...	80	648	III	318	I
6	Baraich, ...	80	490	VI	0	XII
7	Fyzabad, ...	80	452	VII	145	V
8	Roy Bareilly, ...	78	548	IV	256	II
9	Lucknow, ...	77	378	IX	170	IV
10	Sultanpoor, ...	76	374	X	143	VI
11	Pertabgurh, ...	74	431	VIII	66	VIII
12	Gondah, ...	62	0	XII	0	XI.

In numbers, Oonao takes the highest place. Hurdui ranks high in numbers, attendance, and fees, combined. Roy Bareilly retains a high place in all but percentage.

Baraich jumps from 7 to 31 schools, and from Rs. 88 to Rs. 490 in fees. Seetapoor's place is in fees highest, but in percentage and numbers it is very low.

52. The course of elementary instruction prescribed for village schools will be given presently from the Senior Inspector's report. Entire want of practical acquaintance on my part with these interesting units of instruction renders unnecessary an apology for quoting largely from the various sources of information at command. I have much pleasure in recording the experience of those whose testimony is of real value. Remarks of departmental officers.

Of the Eastern circle the minute record of Mr. Thomson leaves little to add. "In reporting upon village schools this year I am unable to follow "the plan adopted in previous years, of regularly comparing the condition "of the schools of a district for the year under review with their condition "during the year preceding. At the beginning of July the districts "were all re-arranged, portions being cut off one and added on to another. "Geographically the districts are very different this year from those "known by the same name last year. EASTERN CIRCLE.

"On the 31st March 1870 there were in Fyzabad district 46 schools "containing 1,656 scholars, or an average of 36 boys per school. Through-"out the year the average daily attendance has been 80 per cent of the "number registered. This shows great care on the part of the Deputy "Inspector and masters. The attendance in the primary schools of Scotland "is very little higher, and in England a great deal lower; the amount of "fees raised has been Rs. 451-11-9. The classification is as follows:— Fyzabad.

"I Class—145 boys, II—349, III—444, IV—718.

"The masters are paid as follows:—2 receive 10 per mensem, 2 receive "9, 9 receive 8, 15 receive 7, 16 receive, 6, and 2 receive 5. In all cases "they have their fees in addition.

"Seven new schools have been built during the year. They are all "substantial buildings and have cost from 25 to 10 per cent less than the "regular estimate. This is due partly to our getting wood from zamindárs "and Talukdárs gratis, and partly to the close oversight exercised by the "Deputy Inspector.

"I inspected the schools of this district in October and November. The "boys are generally well acquainted with the subjects they had learned; "but I considered the progress in several cases slow and the proportion of "boys in the IV class too great. These defects have to a considerable "extent been rectified during the cold season.

"I consider the Deputy Inspector Munshí Bishambar Dyal, a careful "judicious officer but not sufficiently firm with dilatory teachers.

"This district has 52 schools, with 1918 pupils, or an average of 37 "per school. The average daily attendance has been 76 per cent and the "fees have amounted to Rs. 374-2-3. Sultanpoor

"The classification is as follows:—

"I Class—143 boys, II—338, III—530, IV—907.

"There have been a good many school buildings erected by Tahsíldárs "in this district, but with one or two exceptions the workmanship is not

"good. Two have already been re-built and some others require to be "re-built as quickly as possible.

"In a large part of this district there are no schools, as the new Land "Settlement has not been made, and no cess received. The assessment of "the remaining pargannas has just been completed, and the educational "cess will become available in November or December next. Fifteen or "twenty more schools will then be required. I inspected this district partly "in November and partly in January. The schools are well attended and "the masters industrious. But in several instances the boys did not answer "so promptly and fully as I should have liked. The Deputy Inspector does "not seem to have a very high ideal for village schools. He is a diligent "officer but not a man of the calibre necessary for such a post.

Pertabgurh.

"This district contains 53 schools, with 1,754 boys or an average of "33 boys per school. The average daily attendance has been 74 per cent "of the number registered, and the fees have amounted to Rs. 173-0-9. "This small amount of fees is very unsatisfactory. The classification is "also unsatisfactory, as the I class contains only 66 boys, the II 240, III "436, IV 1012.

"I inspected the schools here in December and January; very few of "them could be called good. The proportion of boys in the last class was "immensely too high, the teaching was loose, and neither masters nor "pupils had much spirit. Pertabgurh is the poorest district in my circle, "and, no doubt, the high prices of provisions have borne hard on many of "the people. But the Deputy Inspector Saiad Kaiám-ud-dín has been "apathetic if not negligent. He has made only 160 inspections, and these "have not been thorough. As he shows no interest in his work it is not "to be expected that the teachers under him should be very enthusiastic.

"Thirty-three new schools have been built in this district but several "of them require extensive repairs.

Roy Bareilly

"Here there are 61 schools, with 1,984 scholars, or an average of 32 "boys per school. The attendance has been 78 per cent of the number "registered, which is very fair. The fees have amounted to Rs. 548-2-9.

"The classes contain, I—266 boys, II—471, III—582, IV—1031. "Considering that all these schools have been at work more than a year, "and many of them for three years and a half, the number of boys in "the last class is much too great.

"Most of the schools have been provided with school houses. In the "old Roy Bareilly district the schools were built by the Deputy Inspector, "and are good. In the parts of Pertabgurh and Sultanpoor that were "added to this district the schools were built by tahsíldárs. Two or three "are good and the rest have been badly built; Major Orr has also erected "schools in two of his villages wholly at his own expense.

"I inspected the schools of this district in December. They are very "unequal. A considerable number are excellent, by far the best in this "circle, while many are poor. The Deputy Inspector Munshí Mahomed

" Husen discharges his duties with diligence and ability. He is a valua-
" ble officer and has well deserved the promotion he has recently received.

" This district had at the close of the year 31 schools, with 1048 Baraich.
" pupils, or an average of 33 boys per school. The average daily attend-
" ance has been 80 per cent of the number registered, and the fees have
" amounted to Rs. 489-7-0. Considering that about half the schools were
" established during the year under report, these results are good. No re-
" gular school buildings have yet been erected, but in several places tem-
" porary houses that will last for two or three years have been built.

" I inspected the schools here in February and March. The boys
" were in all cases well grounded as far as they had gone, but in several
" schools I considered the progress slow. The classes are as follows:—
" I Class 0, II—61, III—203, IV—784.

" All the schools being young the large proportion of boys in the
" last class is unavoidable.

" The Deputy Inspector Pundít Sheo Narayan Tewárí is very active
" in visiting his schools.

" The past year has been rather a difficult one for village schools. The General remarks.
" prices of agricultural produce have been high and as Oudh has been
" selling, the province has been becoming richer. Farmers that never
" yoked a bullock worth more than Rs. 40 before, are this year breaking
" in bullocks that have cost Rs. 60 or 70. It might be supposed that this
" increased wealth would be favourable to school attendance and so it
" ultimately will. But in the first instance it has been the reverse. The
" usual wages of a ploughman are 3 maunds of grain at the rabí and the
" same at the kharíf, and half a bigah of land with seed &c. This is given
" by way of a retaining fee, and the man who has received it cannot leave
" the village, whether the farmer be actually employing him or not. When
" actually employed he receives two seers of grain daily. Thus the whole
" is paid in kind. When its value was from Rs. 25 to 30 per annum,
" the farmer had no objection to paying, but when it came to be worth
" Rs. 60 or 70 he endeavoured to screw his servants down. Then the
" mahájan stepped forward and offered the ploughman enough money to
" set up for himself, on condition of being repaid in grain at harvest time.
" The farmer having in this way lost part of his men, had to keep his own
" boys at home to assist him. The ploughmen who had sent their sons to
" schools were the most likely to set up as farmers, and of course required
" all their family to help them at starting. Thus we lost on both sides.
" But the loss can be only temporary. The wealthiest villages have always
" the best schools, and increase of wealth will in a year or two produce
" an increase of school boys.

" In manufacturing villages the people have been in great straits and
" obliged to make all the children that could do anything work for their
" bread.

" Village school masters on the whole behave well, work hard, and
" are popular. In Fyzabad, Sultanpoor, and Roy Bareilly, very few have

" been either fined or reduced, while a large number have had promotion. " In Pertabgurh the work has not been satisfactory, and in Baraich the " teachers have sometimes been troublesome. Very few are natives of that " zillah, and men of the west of Oudh have great objection to crossing the " Ghágra. Sometimes the teachers become idle or mischievous in the hope " that the Deputy Inspector would send them back to their native zillahs " just to be rid of them, and occasionally they seemed to lose heart when " sent so far away from home. In a few years we shall be able to get " natives of the zillah in sufficient numbers and these difficulties will " disappear.

" I will now show at a glance the progress our village scholars have " made. As already said the village school course of study is arranged " under four classes, and these contain as follows :—

	I	II	III	IV
" Fyzabad, ...	145	349	444	718
" Sultanpoor, ...	143	338	530	907
" Pertabgurh, ...	66	240	436	1,012
" Roy Bareilly, ...	266	471	582	1,031
" Gondah, ...	0	0	4	27
" Baraich, ...	0	61	203	784
" Total, ...	620	1,459	2,197	4,479

" In class IV boys are taught to read and write simple sentences, " and to work questions in the first four rules of arithmetic; reading and " writing are taught *pari passu*. The written characters are the same as " the printed, and the boy copies out his primer as he reads it. There are " therefore 4,479 boys *i. e.* all the IV class learning the elements of " reading, writing, and arithmetic, and 4,276, *i. e.* all in classes III, " II, and I, who have got beyond this stage.

" In class III, the boys read easy narratives and write them to dicta- " tion. They learn the compound rules in arithmetic. There are 2197 " boys learning these subjects, while 2079 are more advanced.

" In class II, the boys read descriptive and scientific pieces and " besides writing to dictation, they are taught to write letters, private and " public law papers, &c. In arithmetic they learn fractions. There are " 1459 boys in this class, while 620 have got beyond it.

" In class I, the boys are taught the history of India, grammar, " composition, geography, mensuration of surfaces, and land surveying. " There are 620 boys learning these subjects.

" It will be seen that a fair proportion of boys have reached class II, " but only a small number are in class I. This is to be expected while " the schools are so young, but I trust in future reports to show a steady " increase of numbers in the higher classes.

"I consider the scheme of studies well adapted to the circumstances "of the people. A boy entering school at six years of age will finish the "course thoroughly by the time he is ten or eleven, and he will then be very "well qualified, as far as school learning goes, to manage his business "whether as farmer, merchant, or clerk. Indeed many people find the II "class subjects enough for their boys. A boy who has finished the village "school course has also laid a sound foundation for either a Higher "Vernacular or an English education. By revising school books and pre-"paring better ones, and by the increasing skill of our teachers, valuable "improvements will, I believe be made. But they will only be in details. "The grand outlines of our scheme are as good as they can be made for "some time to come.

"Districts officers' opinions of these schools are remarkably alike, "and their agreement must, I suppose, be held to prove their accuracy. "Their remarks are always substantially this. 'Visited such and such "'school. The boys read well for the time they have been at school and "'write neatly. In arithmetic they are very sharp. In history and "'geography the questions I asked were very simple, but only 2 or 3 boys "'could answer them.' In regard to history no excuse can be made. There "is no reason why village school boys should not have a correct ele-"mentary knowledge of the history of their own country, and it is for the "officers of the Educational Department to look more carefully after this "subject. But in regard to geography there are extenuating circum-"stances. The difficulty of teaching it in this part of the country only a "teacher of much experience can realise. The boys have never seen "a hill, never seen the sea, never seen a lake, never seen anything but "this unvarying plain of the Ganges. To get them to picture in their "minds the grand features of the earth's surface is exceedingly difficult "even for an English teacher. But when the masters themselves have "but feeble conceptions, what impression can we expect them to make on "their scholars? I consider geography a subject of great importance in "education. It tends to rouse the curiosity and enlarge the sympathies, "and has a highly civilising influence. It has not been undervalued by "any means, but the difficulties of teaching it intelligently are so great "that it will take years to overcome them."

Perhaps the highest testimony to the extent to which village schools have made their way is the remark already quoted from Mr. Thomson at page 22. "This year they find themselves obliged to be content with "a village school education *which can be had in every part of the Pertab-"gurh district for little or nothing.*"

Of the western circle the Junior Inspector, Munshí Dúrga Pershád, writes thus:— WESTERN CIRCLE. Report of Junior Inspector.

"At the close of the year foregoing the one under report there were "in this circle 266 village schools at work, attended by 10,066 scholars. "These numbers have now increased to 298 and 12,696 respectively, partly "owing to the transfer of some 21 schools from the eastern circle, and "partly to the opening of new schools in the Khcree district, and in vari-"ous localities of other districts where they were most wanted. Village schools.

District.	Number of village schools.		Number of scholars		Average number of pupils per school.		Average daily attendance per school		Average amount of fees collected per school.		Average cost of each school from the cess.	
	At the close of 1868-69	At the close of 1869-70.	At the close of 1868-69.	At the close of 1869-70	At the close of 1868-69	At the close of 1869-70.	At the close of 1868-69	At the close of 1869-70	In 1868-69.	In 1869-70.	In 1868-69.	In 1869-70.
									RS. AS. P.	RS. AS. P.	RS. AS. P.	RS. AS. P.
Lucknow, ...	49	38	1,967	2,048	40	53	26	37	9 3 3	9 15 3	164 14 1	135 6 7
Oonao, ...	64	65	2,547	2,867	39	44	30	38	10 2 1	7 10 7	102 11 6	148 6 10
Barabunkee, ...	54	66	1,976	2,620	36	39	28	27	7 15 9	9 13 2	98 1 0	107 6 6
Seetapoor, ...	35	51	1,209	1,982	34	38	23	28	9 1 0	12 12 10	77 11 5	95 7 6
Hurdui, ...	63	66	2,299	2,808	36	42	28	33	7 8 11	9 14 0	71 13 4	124 15 6
Kheree, ...	1	12	62	371	62	30	52	20	22 10 9	3 4 3	163 8 0	45 11 5

"The above statement will shew at a glance the status of these "schools at the close of the year under report as compared with that at "the year before last. It will appear from this document that the schools "in question have considerably improved in numbers and averages of daily "attendance, with the exception of a slight decrease in the average of the "Barabunkee district. The decrease shown in averages of the numbers of "students, of their daily attendance, and the collections of tuition fees "of the schools of this description in Zillah Kheree, are not at all to be "taken into consideration, as there was only one village school in exis-"tence in that district last year, and that being of some three years stand-"ing, and one of the best of its kind in the circle, cannot contrast favour-"ably of course with the schools newly opened this year in this district.

"Taking into consideration the poverty of the lower classes of this "province, and the unusually high price of corn prevailing in it for the last "two years, it is gratifying to remark that the fees collected this year "amount to Rs. 2,869-15-9 against Rs. 2,347-3-6 in the year last reported "upon.

No. V.—Showing the number of pupils in each class of the course of studies, Village Schools, Western Circle, Oudh, 1869-70.

No.	Districts.	Number of schools.	Year.	Class I.	Class II.	Class III.	Class IV.	Total.
1	Lucknow, ...	49	1868-69	109	304	460	1,094	1,967
		38	1869-70	161	327	397	1,143	2,028
2	Oonao, ...	64	1868-69	133	386	477	1,551	2,547
		65	1869-70	257	472	595	1,543	2,867
3	Barabunkee, ...	54	1868-69	45	286	434	1,211	1,976
		66	1869-70	318	447	586	1,269	2,620
4	Seetapoor, ...	35	1868-69	1	87	203	918	1,209
		51	1869-70	54	309	400	1,219	1,982
5	Hurdui, ...	63	1868-69	...	137	422	1,740	2,299
		66	1869-70	124	470	655	1,559	2,808
6	Kheree, ...	1	1868-69	...	9	9	44	62
		12	1869-70	2	17	49	303	371
	Total, ...	266	1868-69	288	1,209	2,005	6,558	10,060
		298	1869-70	916	2,042	2,682	7,036	12,676

"Return No. 5, showing the number of pupils in each class will ex-
"hibit that the progress of village school students has been satisfactory
"and rapid in their studies, as there are now 916 pupils in class I against
"288 pupils at the close of the year 1868-69.

"When the village schools were first started, instances were not want-
"ing of teachers leaving their schools without leave, but constant punish-
"ments, consisting of heavy fines, suspension and dismissals, &c., in addition
"to the forfeiture of pay, have improved the conduct of our village
"teachers, and I have now very few cases of a like nature to deal with.
"The difficulties that we have now to contend against are that very few
"of our village teachers understand thoroughly our classification system,
"and evince a proper degree of aptitude for the tuition of history, geo-
"graphy and grammar, and hence the necessity of a few practising schools
"in the City of Lucknow, to instruct our passed teachers in the practical
"mode of teaching.

"Instructions are continually given both by me and my deputies, at
"the time of inspection of these schools to get the defects found in points
"above noticed rectified; and also, with a view to encourage the most at-
"tentive, the most deserving, and the most successful teachers, I have
"proposed to hold annual meetings of all the village teachers of a district
"at its Head Quarters, and reward them with prizes, in cash, books and
"clothes in the presence of district and other officers, that may please to
"attend the meeting. This proposal of mine, which entails an annual
"expenditure of about Rs. 50 per district, has been sanctioned last year
"by the Director of Public Instruction, Oudh, and consequently the meet-
"ings in question have been held during the year under report in the
"Lucknow, Hurdui, Oonao and Barabunkee districts. The results, I am
"happy to say, have been most encouraging, as the teachers now in general
"vie with each other, in trying to make themslves, if possible, deserving
"and entitled to rewards at the future annual meetings to be held during
"the current year.

Village schools in Zillah Lucknow.

Lucknow District.

"*(a)*. These institutions which were opened about the middle of
"1866-67, have continued during the year reported upon under the charge
"of Pundit Sheo Narayen, Deputy Inspector of schools, zillah Lucknow,
"who has managed them successfully ever since they have been working.
"I am sorry however to record that the district under the charge of one of
"our most energetic officers was considerably reduced on the late re-distribu-
"tion of boundaries of districts in Oudh. So that the number of village
"schools in this district, at the close of the last official year is only 38
"against 49 at the end of the year before the last. But to compensate the
"loss of these institutions, the Deputy Inspector has opened some 18
"branches to his village institutions, and by this means the attendance has
"increased during the year under review from 1969 to 2028; but the
"collection of fees has unavoidably fallen down from Rs.451 to Rs.378-5-6.

"The actual attendance in all these 38, including the 18 branches
"connected with them, being 1417 boys per diem, is a little more than 77
"per cent of the total numbers of names on the school registers.

"The average number of pupils has increased this year from 40 to 53; "and the daily attendance from 26 to 37 boys per school, on an average. "The progress made in studies by the students of these schools is by no "means unsatisfactory, I think, during the year under report, as there are "now 161 and 327 students in the I and II classes of these schools respec- "tively, against 109 and 304 at the close of the year before the last. The "tahsíl of Kursí having been lately transferred from this to the Bara- "bunkee district, there are only three tahsíls left in this zillah, viz., "Lucknow, Mohanlalganj and Malihabad, in the first of which there are "14 schools and 570 scholars, in the second 13 schools 988 scholars, and in "the third 11 schools and 470 scholars. In these schools the averages of "daily attendance and the percentages of the same on the strength of the "schools in question, being 30 and 77; 58 and 77; and 42 and 79 respec- "tively, show that the schools in Malihabad tahsíl are much better appre- "ciated than in other tahsíls. There being 14 branches in tahsíl Mohan- "lalgunj alone out of 18 village schools branches in the whole district, "the average daily attendance is necessarily high in that tahsíl. Out of "the above 38 schools in the whole district, there are only two, in which the "daily average attendance is lêss than 15 boys each, of these one is in "Jagohrí, and one at Karummow, where those averages are only 12 and "8 respectively, but they are of only two months standing; and will soon "improve.

"Bahroulee, Salempoor, Behta, and Samesí are also not getting on as "satisfactory as desired; but are improving rather slowly owing to the "antipathy shown by the industrial and lower classes of people to the "education placed within their reach. All these 38 schools, including 18 "branches connected with them, are under the tuition of 36 certificated "masters, 20 probationary teachers and 17 pupil teachers or monitors. The "pay of the teachers of the first sort ranges between Rs. 6 and 10, of those "of the second between Rs. 3 and 7, and of those of the third between Rs. 2 "and Rs. 1-8.

"Four village school houses have been constructed during the year "under the superintendence of the Deputy Inspector, Pundit Sheo Narayan, "who really deserves credit for the able and economical manner in which "he has got them built, one is in course of erection, and one is granted "this year by Badrí Prasád Misr for the school in his village Mow; "and an old police station building has been enlarged for the one at Goo- "saenganj, so that 20 village schools are now provided with regular "school houses, commodious and suitable.

Village schools in Zillah Oonao.

Oonao District.

(b). "In this zillah there are only four tahsíls over which the "schools of the above description are scattered thus:—

Tahsíls.	No. of Schools.	No. of Scholars.
"Oonao, ...	21	977
"Mohán, ...	15	671
"Saffípúr,...	8	283
"Purwah,...	21	936
	65	2867

"The last numbers contrast favourably with 64 schools and 2,547 "scholars, at the close of the year last reported on. The number of pupils "per school on an average, the average daily attendance, and the percent-"age of the same on the registered numbers, have all risen during the year "under report from 39, 30, and 79, to 44, 38, and 82, respectively. The "annual amount of fees collected per school on an average has however "fallen down from Rs. 10-2-1 to Rs. 7-10-7 owing to the high price of "corn prevailing for a long time in the district. The village schools in the "zillah under notice are I think well advanced as regards the progress "made by the students in their studies, as there are now 257 and 472 pupils "in the first two classes, and 595 and 1,543 in the last two respectively.

"These schools, 65 in number, are under the tuition of 87 teachers, 54 "of whom are certificated, 17 uncertificated, whose pay varies from Rs. 3 "to Rs. 7 per mensem; and 16 monitors or pupil teachers, who get from "Rs. 2 to Rs. 1-8 each per month.

"Since these institutions have been started in this district, they have "remained, up to date, under the management of Munshí Amín-ud-dín, "who is an active and energetic officer, but a great advocate of high pay "and emoluments for his subordinates. He has carefully avoided for a "long time past the superintendence of the erection of village school "houses. There is now one in progress under his care, and will I hope be "well built. He is also fond of office formalities, and has consequently "much office work to do."

Village schools, Zillah Barabunkee.

Barabunkee.

"*(c)*. The village schools in this district are under the management "of Munshí Hanumán Pershád, Deputy Inspector of Schools, who was "transferred to this zillah in June 1867, while these schools were opened "about the middle of the official year 1866-67.

"He has been eminently successful in the work of village school build-"ings entrusted to his care. He does not seem to be very particular about "his office work, and therefore dilatory in correspondence. The number "of his village schools during the year under report has increased from "54 to 66, and that of the scholars from 1,976 to 2,620.

"There being four tahsíls in this district, the following is the number "of schools and scholars in each :—

Tahsils.	No. of Schools.	No. of Scholars.
"Nawábganj, ...	20	808
"Rámnagar, ...	18	789
"Sanaighát, ...	19	684
"Hydargarh, ...	9	339
	66	2620

"The average daily attendance during the year under report is 80 "per cent. of the number of pupils on the rolls against 78 during the year "before the last. The collection of tuition fees during the two years in "question amount to Rs. 648-5-9 and Rs. 431-3-0 respectively, the in-"crease being highly satisfactory I should think.

" The progress in studies is also creditable, the numbers in the four " classes of the prescribed scheme having risen from 45, 286, 432, and " 1211, to 318, 447, 586 and 1269 respectively.

" The following is a detail of the number of teachers employed in " these schools ; 55 certificated teachers whose pay ranges between Rs. 6 " and Rupees 10 per mensem ; 28 probationary teachers whose pay ranges " between Rs. 3 and 7 per mensem, and 5 monitors or pupil teachers " whose pay ranges between Rs. 1 and Rs. 2.

" The average cost per school is Rs. 107-6-6 per annum, much less " than that in all the districts of this circle except Seetapoor and Kheree.

Village Schools, Zillah Hurdui.

" (*d*).—The schools in this district have remained under the manage- " ment of Munshí Mulchand, for about 11 months of the year under " report. About the end of February last he was dismissed from the " department for his failure in the matter of village school buildings en- " trusted for construction to his care. He has been succeeded by Munshí " Imdád Husein who has compiled the annual returns which show that " there are at the close of the year under report 66 schools and 2808 scholars " against 63 schools and 2299 scholars at the close of the preceding one.

" The percentage of daily attendance on the average number of regis- " tered students has risen from 82 to 84, and the fee-collections from " Rs. 476-6-3 to Rs. 651-15-0.

" This steady and satisfactory increase is undoubtedly, I think, a " clear proof that our schools are exceedingly popular.

" There being 4 tahsíls in this zillah, the number of schools and " scholars in each is as follows :—

Tahsíls.	No. of Schools.	No. of Scholars.
" Hurdui, ...	12	536
" Sandilah, ...	12	504
" Bilgrám, ...	19	770
" Sháhabád,...	23	998
"	66	2808

" The average number of pupils per school in the 4 tahsíls above " named being 44, 42, 40 and 43 respectively, it is manifest that the " scholars are on the whole almost equally flourishing in all the tahsíls.

" There being no first class in existence during the year last reported " upon, and the numbers in the next three classes being 137, 422 and 1740, " the pupils' progress in studies has been satisfactory during the year " under report, as all the classes of the prescribed scheme are in operation " now with the following numbers in each :—

" In class I,	... ...	124 boys.
" Do. II,	... ...	470 "
" Do. III,	... ...	655 "
" Do. IV,	... ...	1559 "
" Total,	... ...	2808 "

" The village school masters employed in this district are as follows :—

" 53 Certificated teachers whose pay varies from Rs. 6 to Rs. 10 per " mensem.

" 32 non-certificated teachers whose pay varies from Rs. 3 to Rs. 9 " per mensem.

" 14 pupil teachers or monitors whose pay ranges between Rs. 1 and " Rs. 2 per mensem.

" 99 Total.

" On my tour in this district I closed one school at Kachona as the " people of that place, who for the most part were banyas trading in corn, " could not be persuaded to avail themselves of the said institution, the " knowledge of illegible Hindi being considered by them quite sufficient " for their childrens' practical purposes. I was also not satisfied with the " schools at Kursat and Kuson, the former of which has been working " amongst the Kurmís and the latter amongst the planters of betel " leaves. The first of these has been done away with after a fair trial has " been given to it; the 2nd is still at work with an average attendance of " some 23 boys per diem.

" But such cases are few, being confined only to those villages that are " inhabited mostly by banyas or by purely agricultural and menial races.

" In most cases the Lambardárs and other native gentry evince a " lively interest in the welfare of our village schools.

Village Schools in Zillah Seetapoor.

" (*e*).—The number of schools and scholars in this district has in- " creased to 51 and 1982, from 35 and 1209 respectively at the beginning " of the year under report. Seetapoor.

" The average number of pupils and the average daily attendance per " school are 38 and 28 nearly, against 34 and 23 respectively at the end of " the year last reported upon. The collection of fees also appears to have " increased, the amount of fees realized per school being Rs. 12-12-10 dur- " ing the year against Rs. 9-1-0, during the preceding one. This increase " in every feature of the schools under notice is a sure proof that they " are growing more and more in popularity as they become older.

" There are four tahsíls in this district and the number of schools and " scholars in each is as follows :—

Tahsíls.	No. of Schools.	No. of Scholars.
" Seetapoor, ...	14	594
" Mahmudabad, ...	13	574
" Misrikh, ...	15	552
" Biswah, ...	9	262
Total, ...	51	1982

"The average daily attendance in these schools is 83·45 per cent. of "the average number of boys on the roll during the year under report, "and may I think be considered highly satisfactory.

"The progress made by the students in their studies is also I think "creditable to both the students and their teachers, as there are now "54 boys in the first class, 309 in the second, 400 in the third, and 1219 "in the fourth, against 0, 87, 203 and 919 at the beginning of the year "now reported upon. The subjoined detail will show the number of "teachers employed in this district:—

"42 Certificated teachers whose pay ranges between Rs. 6 and Rs. 9 "per mensem.

"24 Non-certificated teachers whose pay varies from Rs. 3 to Rs. 8. "per mensem.

"There are no pupil teachers as yet appointed in this district.

"The average annual cost per school is Rs. 95-7-6, less than what it "is in other districts of this circle, Kheree excepted, where the village "schools have been started only last October.

"Baboo Keshab Chandra Déb, Deputy Inspector of Schools in the "zillah under notice is a hardworking officer, but rather dilatory in his "work, especially in that connected with his office. He is habituated to "ride, examines his schools carefully, and is economical in his measures, "but has expressed his desire more than once for an increase to his travel-"ling allowance since the district of Kheree has been added to his charge, "for which a separate Deputy Inspector should in my opinion be appoint-"ed as soon as practicable.

Village schools, Zillah Kheree.

Kheree.

(f). "There being only one village school in operation since the last "three years, 11 more schools of this description have been opened since last "October by certificated teachers from the Normal school, Lucknow, so "that there are now 12 schools with 371 scholars on the rolls. The "average number of registered pupils per school during the year being "24, and the daily attendance 20, the latter is about 83 per cent of the "former, as satisfactory as could be wished, I think. The fee collections "during the year under report amount to Rs. 39-3-9 against Rs. 22-10-7 "during the preceding one.

"The classification stands as follows:—

Class	I	2	boys.
„	II	17	do.
„	III	49	do.
„	IV	303	do.
	Total, ...	371	

"These results are I think highly satisfactory considering the short "time the schools have been at work."

Space forbids my giving as many extracts as I could wish from the reports of the Deputy Inspectors, which repay perusal, and which bear witness to the interest taken in their work. The following is from Pandit Sheo Narayan, Deputy Inspector of Lucknow:— Deputy Inspector, Lucknow.

Village schools with an average attendance of above

		1868-69.	1869-70.
100	daily	1	4
50	„	4	4
40	„	6	8
30	„	7	4
25	„	11	6
20	„	11	7
16	„	7	2
Below 16	„	2	3
	Total,	49	38.

16 good schools have been transferred to other districts or promoted to town schools. The cost per pupil has fallen from Rs. 3. 4. 1. to Rs. 2. 12. 10. The transfers took away "some 97 boys belonging to the first two "classes and 90 boys more are now entered under town schools owing to "the transfer of 3 village schools to that head. Besides these, nearly 95 "boys have left the school from the first 2 classes and there are now altogether 520 boys who can read any books, write their purport, and cypher "the first four rules. We would classify the 38 schools thus;

"Excellent	5	moderate	9.
"Good	5	indifferent	4.
"Fair	4	bad	4."

The Lucknow educational committee passed a resolution to the effect that "the condition of the village schools is generally both good and "promising, but the committee regrets to observe that the schools at "Salempoor (Chaudhrí Nawáb Ali,) Baraulí (Mahárája Sir Mán Singh), "and Khalispur (Ahmad Husein Khán, Daffadár), are not attended as "they should be."

The Deputy Inspector of Barabunkee calculates that there is a school for every 20 square miles, and about 65 boys to each pupil therein; no village in the district is he thinks more than 4 or 5 miles distant from the nearest school. Deputy Inspector, Barabunkee.

The progress in studies he has found satisfactory, and the teachers have cordially assisted in promoting the welfare of the schools. There were 478 withdrawals, chiefly from the higher classes, to 1154 admissions, chiefly to the lower.

In Oonao. "The encouragement given to the best village schools "of Moradabad and Bethur and Morawan by raising them to the grade "of Town schools made several teachers work hard during the year." The Deputy Inspector reports 7 schools as fit for similar promotion. Deputy Inspector, Oonao.

"As a rule the teachers are generally well behaved and attentive "to their duties, all those teachers who attend the Normal school to "complete their education have been found to be very successful, but those "who went there with very little knowledge of vernacular have been "invariably found not to be competent for the posts they hold."

Deputy Inspector, Seetapoor.

In Seetapoor the withdrawals were 927 to 1839 admissions, attributed partly to the closing, from want of funds, of several schools and their branches, partly to the very prevalent scarcity. "The improvement "made by the respective schools during the year is," the Deputy Inspector adds, "in my humble judgment not discouraging." He complains of the incapacity of many teachers, and thinks that to their negligence and want of tact should be attributed much of the apathy on the part of the people of which teachers are given to complain.

Buildings. Revised plan.

53. Mr. Brockman's revised plan, described in para. 53 last year, has continued to give satisfaction. District officers have continued to lend assistance; but there seems to be in the department a prevailing opinion that the work is better done through Deputy Inspectors than through Tahsíldárs.

Comparative return.

The comparative return is given below :—

District.		Number of schools.		Estimated cost.	Amount expended up to 31st March.	Schools erected under the direction of		Remarks.
		Completed in the year.	In progress.			District officers.	The Deputy Inspector.	
				Rs.	Rs.			
Lucknow,	1868-69	6	1	2604	850	3	4	
	1869-70	4	1	1958	1679	...	5	
Barabunkee,	1868-69	10	2	3668	4000	8	4	
	1869-70	8	2	4102	3851	1	9	
Oonao, ...	1868-69	10	13	7480	5623	23	...	
	1869-70	11	3	6031	5884	12	2	
Seetapoor,	1868-69	3	4	871	744	1	6	
	1869-70	9	...	89	89	1	8	
Hurdui, ...	1868-69	4	7	4338	4905	...	11	
	1869-70	11	5	4874	3016	3	13	
Kheree, ...	1868-69	4	...	599	599	4	...	
	1869-70	...	...	...	...	...	...	
Fyzabad, ...	1868-69	2	2	1660	1936	...	4	
	1869-70	5	2	3120	2313	...	7	
Baraich, ...	1868-69	1	...	12	12	...	1	
	1869-70	5	5	100	100	...	10	
Roy Bareilly,	1868-69	6	7	4588	2981	3	10	
	1869-70	5	4	3824	3631	...	9	
Sultanpoor,	1868-69	8	...	3492	3308	8	...	
	1869-70	7	2	5408	4240	7	2	
Pertabgurh,	1868-69	9	17	8350	4537	26	...	
	1869-70	5	4	3778	3428	8	1	
Gondah, ...	1868-69	...	...	...	...	...	...	
	1869-70	...	...	...	...	...	...	
Total, ...	1868-69	63	53	37662	29495	76	40	
	1869-70	70	28	33284	28231	32	66	

The following statement shows the distribution of houses at the year's end. Distribution.

District.	Number of Village Schools for which houses				Remarks
	Are lent or given rent free	Are lent on rent	Have been erected	Total	
Lucknow, ...	16	2	20	38	
Barabunkee, ...	28	5	33	66	
Oonao,	12	14	39	65	
Seetapoor, .	28	4	19	51	
Hurdui,	42	9	15	66	
Kheree,	11		1	12	
Fyzabad,	18	6	22	46	
Gondah, ...	1		...	1	
Baraich,	24	2	5	31	
Roy Bareilly,	28	12	21	61	
Sultanpoor, ..	34	4	14	52	
Pertabgurh,	20	.	33	53	
Total,	262	58	222	542	

54. Village schools were managed by the following corps of teachers :—

District	Village School Teachers at													
	Rs 1000	Rs 980	Rs 900	Rs 800	Rs 700	Rs 680	Rs 600	Rs 500	Rs 400	Rs 300	Rs 200	Rs 180	R 100	Total
Lucknow,	2	..	7	16	9	...	3	5	9	6	7	10		74
Barabunkee,	3		10	17	17	...	22	23						92
Oonao,	13		16	17	20	..	9	5	3	8	1	12	1	105
Seetapoor,		.	5	15	14	1	14	9	7	1		.		66
Hurdui,	5		7	19	21	...	19	9	4		3	9	2	101
Kheree,		1		3	4		3	2						13
Fyzabad,	2		2	9	17	..	22	7	1	3	3			66
Gondah,		.					1	.						1
Baraich,			8	9	6		6	4	1		2			36
Roy Bareilly,	5		5	14	12		24	23						83
Sultanpoor,	2		2	7	19		21	11	2	1	1	.		66
Pertabgurh,	3	...	3	4	11		23	13	5					62
Total.	35	1	65	130	153	1	167	111	32	19	17	31	3	765

The 542 schools were at the year's close in charge of 552 masters, aided by 213 assistant masters, monitors, and pupil teachers. Exclusive Teaching staff.

of fees. The salaries of the masters, averaging Rs. 7-5-9 per mensem, were as follows :—

Last year there were

13	Teachers at	10 each.
42	do. at	9
123	do. at	8
154	do. at	7
151	do. at	6
483	Average Rs. 7-3	

35	Teachers at	Rs.	10	0	0	each.
1	"	"	9	8	0	"
65	"	"	9	0	0	"
130	"	"	8	0	0	"
153	"	"	7	0	0	"
1	"	"	6	8	0	"
167	"	"	6	0	0	"
552	Average ...	"	7	5	9	

The heavy outlay still required for buildings has precluded any very material rise in salaries, and the scarcity has told severely on this class of deserving men. The good results of the Normal school training continue to show themselves.

Akhbár Sirishta-i-Talím.

55. Akhbár Sirishta-i-talím, Oudh. Of this useful publication the editor, Pandit Sheo Narayan reports as follows :—

"The Akhbár Sirishta-i-talím is daily assuming the character of a "very useful educational magazine. Being in charge of it, I can hardly "be a good judge of its merits and would only refer you to the opinion "the great orientalist of France has expressed about it in his annual "review of vernacular newspapers. The size of the magazine has been "increased from 12 pages to 16 this year. It is divided into four parts, "of which the first and largest, occupying some 10 pages, contains useful "and instructive articles, especially written with a view to infuse newer "thoughts and broader ideas into the minds of our teachers. The second "part contains small amusing tales and stories. The third, news of the "department and of the province. The fourth gives a general summary "of the most important news and events of the world, as far as I had an "opportunity of examining several vernacular papers received in the "Jalsah-i-tahzíb. I think we publish more original and professional "articles than any others do. The total number of copies published last "month was 720, of which 679 are sent to schools, 30 to contributors, "newspaper editors, &c., &c., six to subscribers. Under the last head "there are very few names, but I may fairly say that no direct steps have "yet been taken to increase this number. I am in communication with "Munshí Newul Kishore on the suject, and if the Director Public "Instruction has no objection, measures will be taken to send out a "general notice and inform the people of its merits and usefulness. As "a rule, teachers in this district take special delight in reading it. Some-"times when they do not receive it by the fixed time, many tákíds for "it are received in my office. A Nágrí version will be an improvement in "this branch of our department, and most useful to Hindu females."

The high testimony referred to is as follows :—

3. "*Akhbár sirischta-i-ta'lim* "Nouvelles du département de l'ins- "truction publique." Ce journal urdu paraît mensuellement à Lakhnau, "depuis février de cette année, sous les auspices de Mr. W. Handford, "directeur de l'instruction publique de la province, ci-devant royaume "d'Aoude, par cahiers de douze feuillets accompagnés quelquefois d'un "supplément. Il contient des articles originaux en vers et en prose, et "dans les numéros qui m'ont été obligeamment adressés j'ai trouvé "plusieurs documents précieux non-seulement pour les Indiens, mais pour "les Européens. Le rédacteur en chef et ses collaborateurs sont des natifs "de mérite et connus dans la littérature de leur pays."

Discours D'Ouverture du 6 Décembre 1869. Par M. Garcin de Tassy, Membre l'Institut, etc.

Village Teachers' Libraries.

Vernacular Libraries.

The amount expended from Imperial Funds on these excellent means of extending a taste for vernacular literature is given in the margin.*

Lucknow,	Rs.	50
Barabunkee,	"	50
Seetapoor,	"	50
Hurdui,	"	11
Fyzabad,	"	50
Roy Bareilly,	"	50
Sultanpoor,	"	50
Pertabgurh,	"	50
Total,	"	361

The scheme is in its infancy, but it appears to be making progress. Of the library at Lucknow, Pandit Sheo Narayan reports as follows :—"The village schoolmasters' library, "though in existence for the last two years in this district, was re-orga- "nized in the early part of the year, and now contains 294 volumes. They "are borrowed freely by the teachers, and the number of books lent during "the year was 160. Books containing tales and stories seem to have been "most attractive, and those on history have next commanded attention. "Under the resolution of the village teachers' quarterly committees, the "library has been made open to anybody in the mofussil who pays one "rupee a year and wishes to become its member, on the recommendation "of a teacher; only one gentleman has yet become a member under this "rule, but if village teachers try to make its terms known, there will, "I hope, many more join it with much pleasure and readiness." The departmental orders in connexion with these libraries are given in the Appendix.

Attitude of the people towards schools

56. As might be expected, the attitude of the people towards the schools varies much.

Barabunkee.

57. The Deputy Inspector of Barabunkee, after detailing the opposition with which the department was at one time met, remarks "all "such prejudices and foolish ideas have now abandoned the country to a "great extent, and day by day people are gaining experience to appreciate "learning and understand that the schools are opened with no other object "but to do good to them and their country." "Even Pásís," he adds, "are "now beginning to send their boys to school."

Oonao.

The Deputy Inspector of Oonao observes that "villagers including "lambardárs are generally well disposed towards Government schools." "A few," he adds, "complain of the ignorance of our teachers;" a com-

plaint which he hopes will be remedied by the improved training due to the Normal school.

Lucknow.
Deputy Inspector's report.

"As to the feelings of the people towards our schools, I must repeat "what I said in my former reports, that on the whole they are not unfa- "vourable. There are no direct objections whatever; but the presence or "absence of something in our vernacular scheme of studies no doubt is not "liked by the more advanced class of people; I think it is the absence of "any distinction in our scheme that gives them reason for any unwilling- "ness or complaint. Distinction is quite natural among the natives, and "as far as it does not actually interfere with the internal discipline of the "department, to allow it in points of education, especially is an advantage "rather than a loss; on the other hand, uniformity of scheme is an embar- "go on the creation of new vernacular books, their free publication, "circulation, and compilation." As Secretary to the Jalsah-i-Tazib, Pandit Sheo Naryan, has unusual opportunities of tapping native opinion. Special classes on high fees may deserve consideration. Too poor to pay for the privilege of special education; too proud to submit to the equality of our schools; the respectable, poverty stricken "Raiees" deserve sympathy. With a lofty literature of their own, they not unnaturally look down on what our village, and even our town schools can give them; and to grapple at once with their poverty, their pride of intellect, and their pride of birth, we must, to be successful, meet them half way.

Seetapoor.

"The people at large have commenced to esteem our schools with "more earnestness than they have hitherto done. Objections against our "system of education have been very few this year." The Deputy Inspector, adds that hunger, too often depicted on the pale faces of the boys has kept away many well disposed to come. "Certainly the year under "review has been one of great trial."

Kheree.

"In Kheree, the people of those localities where we have opened "schools appear to appreciate education, and thereby value our schools "much. Several have even requested me to organize schools in their "villages." Munshí Dúrga Parshád remarks,—

Report of Junior Inspector.

"The steady and satisfactory increase" (in attendance) "is un- "doubtedly I think a clear proof that our schools are exceedingly "popular. In most cases the lambardárs and other native gentry "evince a lively interest in the weifare of our village schools."

As before remarked, a good deal of opposition may wear away, when the truth comes home that, take or refuse the education, the land owner must pay the cess.

Government Female Schools.

Female education.

58. As an abstract question, female education in India has much to be said on both sides. On the one hand, it may be urged that it is through direct intellectual progress that the efforts of the State to advance civilization have been, and should be, made; and that is open to question whether the intellectual training of women is an essential condition to the intellectual advance of men. A period of brilliant intellectual pro-

gress in the history of the world was, it may be said, a period when "the "free citizen-women of Athens lived in strict and almost oriental recluse- "ness, and seem to have been destitute of all mental culture and accom- "plishments." What has been, may be; and from this point of view it might seem expedient to concentrate our efforts on the education of boys, rather than to dissipate them on that of girls also.

Grote's History of Greece, Volume VI, page 135.

On the other hand, from a moral point of view, it may be said that the social condition of Athens is exactly that phase of society which, as regards young India, may be imminent, but against which a wise Government would do well to guard.

"Their society" continues Mr. Grote, "presented no charm nor "interest, which men accordingly sought for in the company of a class "of women called *Hetæræ*, literally female companions, who lived a "free life, managed their own affairs, and supported themselves by their "powers of pleasing." If the seclusion of the purdah is to remain a barrier to the advance of female thought, it may be expected that those who are freed from its restrictions will be the first to seek in education an additional power to please, and that an enterprising class of adventuresses will secure what the zenáná cannot give. How far these moral considerations call for the direct action of Government, and how far they should be left to individual philanthropy, to the self-suggested wants of the people, and to missionary enterprise, it is not easy to determine.

Idem page 136.

I venture myself to think that the morals of this country are in no immediate danger from the intellectual progress of its men; and that we need display no anxiety to force what the people are themselves likely soon to claim. Be this as it may, the question has practically solved itself. Whatever be its real merits, the line of action has already been laid down. So far back as in 1854 it was declared that "the import- "ance of female education in India cannot be over-rated," that "by "this means a far greater proportional impulse is imparted to the educa- "tional and moral tone of the people than by the education of men," and that "our Governor General in Council has declared—that the Govern- "ment ought to give to native female education its frank and cordial "support." That on the whole, this frank and cordial support, had not up to the year 1866-67 been actually given, is admitted in para 84 of the Note of that year. But "the Government of India has since held "out promises of liberal assistance and support to an indefinite extent, "on the single condition that the genuine co-operation of the native "community can be secured."

Course dictated by Government.

Despatch of 1854, para 83.

Such being the case, each sign of progress is a cause for satisfaction. That little has been done is no ground for despondency. That a beginning has been made is sure ground for hope. What has been done in Oudh I now proceed to state:—

59. The following statement shows that the Government Female schools have risen to 38, and their pupils to 879.

Facts in Oudh.

Districts.	Schools.	Pupils.	Remarks.
Lucknow (City), ...	7	127	
Do. (District), ...	4	158	
Fyzabad, ...	1	66	
Sultanpoor, ...	5	91	
Barabunkee, ...	6	86	
Hurdui, ...	9	229	
Seetapoor, ...	4	96	
Baraich, ...	2	26	
Total, ...	38	879	

Exclusive of the cities of Lucknow and Fyzabad, six districts have shown themselves amenable to female education.

Hurdui, with its agricultural population, heads the list. The closing of a school in the Lucknow district, and the amalgamation of schools in Fyzabad are balanced by a rise in pupils from 115 and 55, to 158 and 66, respectively, and by the opening of two new schools in Barabunkee, three in Hurdui, two in Seetapoor, and two in Baraich. In Sultanpoor one school has been closed and pupils have fallen from 122 to 91.

DETAILS.

60. The following details will be read with interest:—

Eastern Circle.

Of the Eastern Circle, Mr. Thomson reports thus—

Fyzabad.

"At the close of last year there were two Government girls' schools "in Fyzabad, but during the year under report the number has been "reduced to one. In August the mistress of one school died, and as I "could not get another suitable mistress I amalgamated the two schools. "The girls were then taught by Bismillah Begam, with one of the "senior girls as monitor.

"At this time there were also two girls' schools in Fyzabad managed "by Mrs. Reuther of the Church Missionary Society. In December "that lady went to Europe and at the time of her departure proposed "to make over her schools to this department. One of the mistresses "however refused to serve in a Government school, but the other, Sohgra "Begam, willingly joined the department; she is an intelligent woman "and not quite so much under the restrictions of *pardah* as native ladies "generally are. As she is a good manager, I considered it desirable to "put the other mistress under her guidance, and so I joined the two "schools. Thus of the four schools existing at the close of 1868-69, "one, in many respects the best and most interesting, has been "broken up, and the other three formed into one. There are 111 girls on "the register, and the attendance is very regular. There are two mistresses "and two monitors. The course of study is similar to that of village "schools, and there are 15 girls in the 1st class, 24 in the 2nd, 33 in the "3rd, and 39 in the 4th. I have not yet been allowed to inspect this school, "but from the regularity of attendance I am inclined to believe that the "girls are well taught.

Sultan poor.

" In Sultanpoor and its neigbourhood there are 5 schools, with 91 " girls, and an average daily attendance of 74 per cent of the number " registered. Last year there were 6 schools, but one of the teachers " resigned, and I could not find a suitable person to fill his place. " The teachers here are all men, and of course must be chosen with great " care. I inspected these schools in January and found that many of the " girls could read easy sentences, and some read easy narrative pieces " fluently.

Katáwan.

" There are also two schools in Sultanpoor district, one at Katáwan, " and one at Jagdíspur. The history of the school at Katáwan is I " think worth relating in detail. In December 1868, I got a letter " from 10 or 12 of the zamindárs of Katáwan saying that a school had " been established for the boys, where they were very well taught, but " that now the people wished to have one for the girls, and they also " wished that a Bráhmani, by name Pryági, should be made mistress. " Such a request from half a score of Bachgoti Rájputs was something " altogether new to me; I suspected there must be some "dodge" in it, " so I wrote that in February I would be in Sultanpoor and would then " ride out to Katáwan to examine the boys' school, and make arrange- " ments for the girls' school. I reached Sultanpoor during the Holí " holidays when the schools were closed, so I did not go to Katáwan. " The people finding that I had not kept my promise, sent a letter to the " Deputy Commissioner, asking him to assist them to get a girls' school " established. This letter was sent on to me. As the people seemed to " be really in earnest I instructed the Deputy Inspector to establish the " school under Pryági and to look very carefully after it. He has always " reported favourably of the progress of the girls and the conduct of the " mistress. On the 2nd February last I inspected the school myself. " The mistress withdrew from the room, but the girls made no objection " to my visit. There were 17 present; 13 reading the Hindí primer, and " four reading easy Hindí stories. These four girls read very well. I " opened the book at random and asked the first girls to read half a page, " and then similarly with the other three afterwards; I examined them " very minutely on the meaning of words and scope of the lessons. The " questions were answered with an accuracy and promptness that I have " never seen surpassed by boys at the same stage of progress. Of the other " 13, some had nearly finished the Hindí primer, and some were only at " the letters, but as far as they had gone they had been taught thoroughly.

" The mistress also teaches them needle work, and the samplers " shown to me seemed neatly done. In writing they were not so far " advanced as I should have liked to see them. They could copy toler- " ably well, but none of them could write to dictation. All the seventeen " are Bachgotís, and had they been born before the days of British rule, " it is not likely that one-half of them would have lived to be ten minutes " old.

" The leader in the girls' school movement was Thákur Ajodhia " Singh, lambardár, but several lambardárs and zamindárs seemed to be " heartily pleased to hear their girls read so fluently.

"Two girls' schools have been recently opened in Baraich. They "promised to do well, but as they have been at work only two months, I "can hardly say how the people will regard them."

That in Sultanpoor inspection should have been freely granted is a marked sign of progress.

The spontaneous demand for a school in Katáwan, the earnest desire of the Bachgoti Rájputs for its establishment, and the results of the examination (which, to judge from the reports of the Committee of Council of Education, would bear favourable comparison with our English dame schools), are most encouraging. Thákur Ajodhia Singh is deserving of great credit, and some special mark of appreciation might not be out of place. Of the Baraich girls' schools Mr. Kavanagh reports:—"Two "were opened during the year by Bábu Kálí Dáss and Pandit Sheo "Narayan Tiwárí. At the end of the year 21 girls attended, all very "young and Mahomedans, the teachers themselves being of that sect." The want of a trained teacher from the Lucknow female normal school, is, says Mr. Kavanagh, much felt. The report of the Deputy Inspector is favourable.

Baraich.

Tándah and Bhadursa.

The Deputy Inspector of Fyzabad reports that several attempts were made during the year to establish a female school at Tándah and Bhadursa, but that, though "success was met with at first in each case, it proved "temporary owing to the strong prejudices of the people."

Western Circle

Lucknow City

61. As regards the Western Circle the following are the results. Of Lucknow, Mr. Quinton observes that "female education is not neglected "in the city. Besides the La Martiniere girls' school, which is for the "education of the daughters of Europeans and Eurasians, there are native "girls' and women's schools as below;—1 Normal school, 1 Model school, "Mahomedan schools in the Chowk, Niwázganj, Pátanállah and Rája ká "Bazár, and Hindú ditto in Mukbulganj and Fattehganj."

The Lucknow schools have been under the general superintendence of Mrs. Massih, Mistress of the female Normal school.

Munshí Dúrga Parshád, Junior Inspector, reports as follows:—

"We have made a fair progress, I think, in this direction also during "the year under report. There are now 30 girls' schools attended by 605 "students, against 20 schools and 373 scholars last year. In the Lucknow "district there are 10 of these schools with 195 scholars; 5 of these are "Mahomedan schools at work in Malihabad under the management of the "head teacher there, and the remaining 5 are Hindú female schools, 2 of "which are in operation in the city of Lucknow, under the management of "the Deputy Inspector, one under that of the village teacher at Bakás, one "under that of the teacher at Nagrám, and one is held at Goshaenganj, "under the tuition of a Poorohit there. I cannot express myself highly "pleased with the progress made in one of the two schools in Lucknow, "and in those at Bakás, Nagrám and Goshaenganj, but considering the "comparatively little time the female students can spare to study, after "performing the domestic duties required of them, the progress made in "studies may be deemed pretty fair I think.

"At the female school at Mukbulganj and those at Malihabad, I was "much gratified at the intelligence shewn by some of the girls in reading "and writing, and in some cases in sewing and knitting. Mrs. Davies "visited these schools in Malihabad in November last, and expressed satis-"faction with the progress made by the girls attending them." Malihabad.

"In the Barabunkee district, there are 6 female schools with 86 "scholars whose average daily attendance comes to about 52. One of the "above institutions, viz., the one at Kándhupur, is a Hindú school with an "attendance of 10 students per diem; they all learn the Nágrí characters, "and are mere beginners. The other schools that I have personally "examined out of the 6 above alluded to, are those at Russoulí, Kursí "and Bilsar, 3 girls in each of the two former could read Hakaikool Mou-"joodat and Diárah Ilm very fairly, but I was not satisfied with their writing, "to which their and their teacher's attention was directed. I requested "the talukdár of Russoulí to try at his village one of the women trained "at our female Normal school, Lucknow, and see whether she succeeds in "discharging the duties of a female school there. He has consented to "this proposal, and the experiment will be made." Barabunkee.

"Of the 4 female schools in zillah Seetapoor, three are at work in "Misrikh, in Mohullas Rumoopoor, Khakí Seray, and Doulatpur. The "first of these was started by me in December 1868, the 2nd in October of "that year by the tahsílí school teachers of Misrikh, and the 3rd on the "14th August last, through the same agency. They are under the tuition "of three respectable Bráhmanís, under the management of the head "teacher at Misrikh. The fourth is in operation at Rámkote, under the "tuition of the village school teacher at that locality. These schools are "all attended by Hindú girls, whose average attendance during the "year has been about 21 students per school per diem. They appear "before the departmental officers to be examined, and have made a fair "progress in reading and writing Nágrí. As the female mistresses at "Misrikh know but little of our school system and the subjects taught "under it, besides reading and writing, the head teacher at Misrikh, has "of his own free will, undertaken the work of instructing those women "who are expected in time to turn out efficient and useful teachers. Seetapoor.

"There are at the close of the year under report, 9 female schools "in the Hurdui district containing 229 scholars, mostly daughters of "Brahmans, Chhattrís, Banyas, and Kattrís. In the year last reported "upon there were only 5 schools with 127 girls under instruction in this "district. On an average now some 200 girls attend our female schools "in this district every day, in addition to those that attend the village "schools along with their brothers to receive instruction. The village "school course is for the present introduced into these female schools, "48 students of which are in the 3rd class of the scheme, and the remain-"ing 181 in the 4th. Out of the 9 institutions of this description in "Hurdui, I personally examined 8, and was highly gratified, not so much "with the progress made by the girls in their studies, but with the treat-"ment I met with from their friends and relations, who chiefly consisted "of the men of the Thákur and Bráhman castes. They evinced a lively "interest in the education of their daughters, and at my request expressed Female schools in zillah Hurdui.

" their willingness in forming themselves into managing committees to " encourage the female education in their neighbourhood. I wish there- " fore I would be authorized by you to try the experiment of the systematic " extension of female education in this district, and I shall feel extremely " happy to submit my detailed plan regarding the measure proposed if " I be allowed to do so."

That female schools should be finding their way at once into Mahomedan towns like Malihabad, and into the centres of Hindú enthusiasm like Misrikh, is most encouraging. That in Hurdui little girls have begun to accompany their brothers to the village schools, and that the interest of the neighbouring landowners is keen, are facts of special significance.

From the reports of Deputy Inspectors I give the following extracts :—

Lucknow.

" There are now 6 girls' schools under my charge. The largest, at " Malihabad with 4 branches, is attended by Mahomedan girls only. " The remaining are all Hindú schools ; 2 of them in the city, and the " rest in the district. Four schools have now female teachers, against " 2 last year. The Malihabad school has made a remarkable progress " both in number and studies. The Mukbulganj school in the city is " also a fair specimen of Hindú girls' schools, with a class of a " dozen girls who have read ' Vidian Koor,' can write easy letters, and " in addition to all the needle work of a Hindú lady, can make excellent " stockings also. Altogether, out of 195 girls under instruction in the " district, there are 31 who are above class 3rd of the village school curri- " culum, and have already received that amount of instruction which can " enable them to go on with their studies without the assistance of any " one else. Two more schools have only this month been started at Mall " and Mow. They have yet got some 15 girls, and I hope to give a good " account of them next year. The girls in all these schools generally belong " to the same class of people to whom our boys in village schools belong. " We should I think neither expect nor desire a very large number of " native girls collected for instruction in one place. If funds be available, " I think it is now easy enough to do something towards extending edu- " cation among families in Malihabad through the agency of some of " those girls who have already made some advancement, and whose " parents will not mind to let them go and teach in the neighbourhood. " Good books, with well selected moral and religious tales and precepts " adapted to local and social usages and wants of each district and class, " will alone make book reading a healthy and interesting employment to " a native female.

" The following table will show the progress of female education under " me and in the district.—"

Years.	Number of schools.	Number on roll.	Average.	Number in classes.				
				I	II	III	IV	Total.
1867-68, ...	3	81	55	..	..	..	81	81
1868-69, ...	5	124	84	..	7	21	96	124
1869-70, ...	6	195	146	9	22	44	120	195

"The following statement shows the progress made in the studies "during the year compared with the last :— Barabunkee.

Year.	Number of girls in class.				
	I	II	III	IV	Total.
1868-69, ...	..	..	4	35	39
1869-70, ...	4	7	10	65	86

"Out of the above 86 girls, four have finished 'Hakaik-úl-mujúdat' and "'Gúldustah-i-Tehzíb,' can write from dictation pretty fairly, and have "made a begining in Arithmetic; 7 have finished 'Daira Ilm' and "'Insha-i-úrdú,' and copy their lessons on takhtís, and know how to "read and write figures. They have also learnt a portion of 'Hakáik-úl-"'mujúdát.'

"The girls attending the female schools, are generally the daughters "of the respectable persons in the villages, and most of them are relations "of zemindárs and cultivators.

"The want of female teachers is sadly felt, and it is doubtful whe-"ther the teachers brought up in the Lucknow Female Normal school "will be successful here. At present all the six schools are under the "charge of the old Moulvís, with one exception, where a Pandit is "appointed, who is assisted by his niece at Tekra and Kúrsi; a beginning "has been made to teach some needlework, and some girls can now sew "*angurkhas*" and "*topies.*"

The Deputy Inspector urges the opening of a female school at Barabunkee on a larger scale, with a trained teacher from the Lucknow Normal school, who might also act as inspectress in the neighbouring female schools. The subject is under separate consideration.

"There are now four schools of this class in operation, and they are "doing fairly well on the whole. We are, I am happy to state, ready "to open more female schools in this district, but to my utter disap-"pointment and deep regret, the scantiness of our funds does not permit "us to gain this noble object in view. Want of efficient and trained "up female teachers is a great desideratum in this district, suitable "books for female education are not yet procured to make our pupils "proficient; I have, however, succeeded in opening a Female Normal "school at Misrikh, to train up the mistresses already employed, and "am glad to report that this useful institution promises to do very "well. I quote a few lines from the Commissioner's remarks in the "visitors' book of these schools, who says :—'I visited the Runnopoor, "'and the two other girls' schools on the 11th November 1869. There "'is nothing in the progress which these schools have made to excite any "'great admiration. But I was very much pleased to see that in spite "'of the many difficulties which stand in the way of all girls' schools, no "'less than 90 girls have been found, whose parents enter their names on "'the rolls; of these 75 were in attendance at the time of my visits, and Seetapoor.

"'many of them can read and write a little. The great want for some time "'to come is likely to be qualified female teachers.' Mrs. Davies was also "pleased to honour these schools with her kind visits in November last. "The statement in the margin will fully exhibit the general state of 4 schools of this class. The reasons of so many dismissals during this year are attributed to "the scarcity of food, and several of the girls being married, and in conse- "quence they have been compelled to join their fathers-in-law family."

Name of Institution.	Number of schools at work during		Number of pupils on rolls at the close of		Number of admissions during		Number of dismissals during		Average number of girls on rolls during		Average number of pupils per each school.		Average attendance per day during		Percentage of daily average attendance.		Classes at work with the pupils in each on the 31st March 1870.					Annual cost of educating each pupil during. (Cess.)		Annual charges per each school during. (Cess.)	
	1868-69.	1869-70.	1868-69.	1869-70	1868-69.	1869-70.	1868-69.	1869-70.	1868-69.	1869-70.	1868-69.	1869-70.	1868-69.	1869-70.	1868-69.	1869-70.	I.	II	III.	IV.		1868-69.	1869-70.	1868-69.	1869-70.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Female schools,	2	4	43	96	43	70	..	22	37	93	215	24	29	85	79·4	91·4	...	8	9	79	96	2 / 2 / 11	2 / 9 / 11	41 / 8 / ..	63 / 15 / 11

It is to be regretted that no further details have been received from Hurdui, where the old Deputy Inspector had been discharged, and the new one but recently arrived.

62. Enough has been shown to prove that though but a beginning has been made, this beginning is far from discouraging; anticipated difficulties of almost every kind have been proved not to be insuperable. What is now wanted is to go on with what has been so well begun.

On this interesting subject I beg, with the permission of Chief Commissioner, to append two communications just received. There should be no better authority in Oudh, than that of Mr. Thomson, and Mahomed Ibrahim Khán, the enterprising head master of the Malihabad school. Mr. Thomson writes thus:—

Experience of Mr. Thomson.

"Shortly after I was appointed Inspector I opened eight girls' schools, "*viz.*, two in Fyzabad and six in Sultanpoor, and its immediate neighbour- "hood. These were established experimentally with a view to determin- "ing the following questions, first what is the real feeling of the people in "regard to female education, and second supposing the feeling to be favor- "able or not very hostile, what machinery will be required to carry on "efficiently the education of girls of all classes throughout the country. "The girls in the Fyzabad schools were of respectable families and *pardah* "*nashins*, those at Sultanpoor were mostly of the artizan and cultivator "classes. There were also two schools in Fyzabad established by Mrs. "Reuther of the Church Missionary Society, and aided by Government. "One of these was attended by females of the highest rank, members of the "late royal family; the other was attended by girls, of good family, *pardah* "*nashins*. There are two schools in Baraich attended by girls of the "middle and artizan class, and there is the school at Katáwan near Sultan- "poor attended by the daughters of Bachgotí Rájputs. These details will "show, I trust, that all classes of the community have been fairly tried."

"Now as to the result; the feeling of the men is indifference, there "may be instances of strong hostility, though I have not seen any such, "but then there are instances of a very strong desire for female education,

"I need only allude to the case of the Thákurs of Katáwan mentioned in "my annual report. One of the teachers in Mrs. Reuther's school who "belonged to the Seiad family of Bhudrissa, about 10 miles from Fyzabad, "was frequently asked by the people to come home and establish a girls' "school in her native town rather than remain in Fyzabad. As girls do "not take service, no pecuniary advantage is to be derived from teaching "them. But the people have confidence in this department and are in no "way afraid to let their daughters attend school. Among the women them-"selves there is a strong desire to learn. They have not only the inquisi-"tiveness inherent in human nature, but also a desire to understand what "they hear the men talking about, and a longing for something to break "the ennuí of zanáná life. As a consequence *every school* that has been "opened has at once had a fair number of pupils who have attended regu-"larly and worked diligently. So far as I know, the results obtained in "the Western Circle have been the same as those I have just described. "These results have been obtained without exception, and in all classes of "society, and I therefore infer that similar success could be obtained in "every part of the province. For there has been no disturbing factor in "this experiment. Darbárs, Khillats, and Támashás have sometimes been "used to create or quicken a desire for education which proved ephemeral. "But these have had no place in Oudh. None but the officers of this "department have taken any notice of these schools, and it is very well "known we have nothing to give but knowledge. The hope of the hákim's "favour could have had no influence.

"We have had no difficulty with the girls or their parents but we "have had serious difficulties with the teachers. In some schools the "teachers are men, pretty well advanced in years and therefore not very "energetic. The women teachers have always been diligent but they "are seldom sufficiently educated themselves, and they know nothing "about organising or managing a school. They require a great deal of "guiding and encouraging, which it is impossible for any one but a lady "to give. As the schools are managed at present, there is a degree of "uncertainty that renders it in my opinion undesirable to increase their "number. Whenever a new teacher is appointed, I get four or five "anonymous letters, stating that she is a woman of disreputable character "and so forth. Hitherto these charges have been altogether untrue; "and when Mrs. Reuther was here, I got her to examine the schools and "make such inquiries as satisfied me that the letters were due simply to "malice. But if I were to establish a school now I might be misled into "appointing a disreputable woman, and a considerable sum of money "might be spent in doing mischief before the real circumstances of the "case were discovered. An inspectress who could thoroughly examine "candidates before appointing them would not be likely to make such a "mistake, or if she did, she would soon find it out and rectify it.

"It will be understood from this, I trust, that I do not under-estimate "the difficulties to be overcome in establishing efficient girls' schools. I "know they are great. But they are, if I may so express it, in the "department, not in the people, and so the remedy is in our own hands. "I am confident that by judgment, patience, and hard work, they can be

"removed. In my humble opinion the most important point is to do the "work thoroughly as far as it is done. Experience has taught me that "wherever the pupils are well taught, be they boys or girls, their number "will increase. If a beginning is made with 50 or 60 Government schools "I believe they could be put into really good order within three years, "and when a sound foundation has been laid, the superstructure can be "raised as fast as funds will permit."

Remarks of Mahomed Ibrahim.

The following translation of some very practical remarks from the pen of Mohamed Ibrahim, Head Master of Malihabad, are of peculiar interest, as coming from a native who clearly knows what he is about.

Best means of extending

"The stability of female education depends upon the correctness "and efficiency of the system on which teachers are employed. To ex-"pedite the extension of female education, it is necessary that the girls "who have attained a degree of learning should be induced to go to "private houses and teach grown up girls and matrons, and like monitors "be paid a salary from Rs. 2 to 4 a month.

"Male students should be induced to teach the girls belonging to "their own families, and prizes offered for proficiency to the girls, and "for zeal to the boys. Female attendants of girls should also be "taught in order that they may teach the beginners living at a distance "from the school. The levying of subscriptions should be deferred for "the present, and tuition fees should not be imposed on female students; "because people are averse to paying any subscription, and though "during this year Rs. 20 have been paid to the teachers by the friends "of the students on different occasions, yet no one agreed to pay any "subscription or even a donation. Moreover subscriptions and dona-"tions can only be raised by means of public meetings, and in such "assemblies people do not like that any mention of the females should be "made; and therefore no assembly can be convened for the purpose of "raising a subscription or donation, especially for the purpose of applying "them to female education. It is difficult to raise money for female edu-"cation in small and impoverished towns, and outsiders will not join "the subscribers, knowing that females from neighbouring villages will "not come to attend the school. Government succeeded but very gradually "and slowly in raising subscriptions for even boys' schools to which "no objection could be raised, and it is impossible to expect any aid for "female schools immediately on their first introduction. Government "ought therefore to be liberal in this respect.

Subscriptions and fees should not at present be pressed.

Male teachers should be gradually dispensed with.

"At present old men are employed in teaching girls, but this is "owing to want of female teachers. The girls are growing up, and it "is not the intention only to teach them mere reading and writing "but also and chiefly to train them for their society, to refine their "manners and speech and to inculcate in them the rules of social eti-"quette and modesty, qualities which would make an accomplished "woman. These advantages cannot be derived from having male "teachers for the education of girls. Moreover the girls have now "grown up, and ought according to custom to live in seclusion from "male society. Hence without the employment of female teachers such "girls will cease to attend the school, and the result of all the efforts

"made to educate them will prove a failure. The rural population of "those towns and villages do not like to have female teachers from "the Normal schools at Lucknow and other cities. A '*Mahzar*' of "their good conduct will not satisfy the country people, for according to "their notion a female of real modesty and chastity will not suffer to "have any remarks, good or bad, made on her conduct; moreover the "dress of urban females and their manners and thoughts are quite "different from those of the country females, and are pompous, luxurious "and expensive, and the parents of country girls, who are simple in their "dress and manners, will rather see their daughters die than suffer to "see their children imbibe the habits of their urban teachers. It is "necessary therefore to establish a Normal school at Malihabad and to "appoint if not more, at least 6 scholarships for the purpose. A report "has been made to the Director of Public Instruction on the subject.

Objection felt by country ladies to employ female teachers drawn from the City Normal schools.

'Woman's greatest glory is to be talked of least.' *Thucydides II.* 48.

"To prevent evils which are incident in the maintenance of female "schools it is necessary to devote great attention to the opinions of the "public in regard to each school at different stages of its progress. The "chief point for consideration is that the older a school is, the more should "be the attainments of its female students, else it will be quoted by the "people as an instance to show that females are not capable of intellectual "improvement. In the North Western Provinces great efforts were made "towards the establishment of female schools, and they appeared in the "beginning to promise well. But no great attention was paid to the real "attainments of the female students, but only to the number of attend-"ants, and the result was that the schools could not be maintained. "Some visitors from Meerut who were lately putting up at Malihabad relat-"ed a similar account of the female schools at Meerut, and their statement "produced a great effect in the minds of the Malihabad population, and it "was with great difficulty that I succeeded at last in changing their un-"favorable opinions. It is clear that the Nágrí is much easier of acquisi-"tion than the Urdu. A particular standard of attainment, which in "Nágrí can be reached, say, in the course of a year, will not be reached "in Urdu before the lapse of 2 or 3 years. Consequently the Nágrí "schools should be 2 or 3 times more advanced than the Urdu, and where "this ratio is not kept up, it is to be concluded that there is some defect in "the course of education. I proposed this year to prepare a comparative "statement of the duration and attainments of the schools and circulate "it for the information of the school masters. This plan would have "created a spirit of emulation and induced them to remove all obstacles "to improvement and to double their exertions; but no replies to refe-"rences were received, and the plan remained unaccomplished.

Public opinion should be brought to bear on the schools.

Female education to be successful should be thorough.

"There should be an annual examination of students and scholarships "founded for 1st, 2nd, and 3rd degrees as follows:—

Scholarships.

For	1st	degree,	4	@	4	Rs.	each	16
„	„	„	6	@	3	„	„	18
„	2nd	„	6	@	2½	„	„	15
„	„	„	8	@	2	„	„	16
„	3rd	„	8	@	1½	„	„	12
„	„	„	12	@	1	„	„	12

"Some time ago Mrs. Davies examined the girls at Mirzaganj, and "was pleased to witness their attainments in reading, writing, sewing, &c., "Her visit imparted a dignity and honour to the institution; the girls pre-"sented for examination were 80 in number and selected from all the "5 schools.

Doolies.

"Doolies ought to be provided for, as the girls who have now grown up "will not appear in public nor walk to the school, and such as live at a "distance will cease to attend for want of "Pardah," and some have al-"ready ceased to attend on this account. One dooly will cost 8 Rs. a "month, and should be kept at each school for the present until more are "required. The study of Arithmetic by the girls is at present unpopular "and has therefore not been insisted on.

Disinclination of girls to learn Arithmetic.

Want of buildings.

"At present there are no buildings provided for female schools, and a "suitable building at a rent of 8 annas a month cannot be procured. The "rent should be increased, or buildings provided for the purpose."

If female education be a hobby, it is not an unpleasant one to ride. The above extracts show that no barren field is opening and that the most cautious may be sanguine of ultimate success. But, like other tempting schemes, it must be paid for, and the real problem is, by whom shall its expense be paid, the isolated groups who want it, the benevolent, or the general tax-paying public as represented by the State? I hazard the conclusion that, as regards Oudh at any rate, Government may give profitably the small assistance asked for, and, to be consistent, should give it at once. From this source the scheme in its infancy will be kept alive. The cess can legitimately, but not I think expediently, be diverted to female schools. In primary village education the girls seem likely soon to share in the schools provided for the boys. Higher teaching is in reality, like English, a luxury, and should in time support itself. Like English, it must be started under the auspices, and with the assistance of the State.

63. The interest of Mr. Handford in female schools was unflagging.

Government assistance asked in 1868, vide para 63, Report of 1868-69.

In September 1868 he submitted a scheme for 1st, the extension of the present Female Normal School, and the establishment of a second (for Hindú women), the whole to cost Rs. 244 per mensem; 2nd, sixteen superior schools at Rs. 25 per mensem, and twenty-four inferior schools at Rs. 10 per mensem, aggregating Rs. 240 per mensem; 3rd, a European Inspectress with an office establishment costing altogether Rs. 345.

An increase of expenditure was not sanctioned, because, as he says, although the report was "very satisfactory" and "afforded good promise "for the future;" "not only native initiation, but also native co-opera-"tion" was considered necessary, and the report submitted did not show that such initiation and co-operation were forthcoming.

64. To the remarks made by Mr. Handford in the corresponding para. of his report for 1868-69, may appropriately be appended the following extracts from the letter in which in January 1870, he renewed the application. "The matter has been now pending fifteen months "and it is embarrassing to go on from month to month putting off my sub-

No. 1543, dated 14th January 1870.
Renewal of application in 1870.

"ordinates with vague hopes that something will eventually be sanctioned. "No outcry has been raised against the schools, and on the whole, I am "satisfied on the following points: (1) that some few natives *desire* educa- "tion for their females; (2) that a large number will accept it if offered, "though they have no particular anxiety to obtain it, no more in fact than "they once had to obtain instruction for their boys; (3) that the higher "classes, especially Mahomedans, object to female education and will not "suffer their own wives and daughters to receive instruction, but so long "as this is not asked, they care nothing whatever, what other people do "in the matter.

"In every other Province in India large sums are spent on girls' "schools, and excepting perhaps Bengal, I am not aware that anywhere "are the prospects of success more hopeful than in Oudh."

Jail Schools.

JAIL SCHOOLS. Central Prison.

65. In the Central Prison, Lucknow, 23 prisoners were discharged who had learned to read, and write, and work sums in the first four rules. The numbers under instruction have however fallen from 114 in 1867, and 78 last year, to 56. The attention of the Superintendent was in February called to this falling off. The average daily attendance has also fallen from 63 to 53·29. The school in the district jail has not yet come under departmental inspection.

Sultanpoor.

Returns show that the Sultanpoor Jail School has fallen from 14 to 12, but no report has come to hand.

Male Normal School, Lucknow.

Normal School, Lucknow.

66. The number of pupils and their cost is shown in the following statement:—

Year.	Average No. of pupils on rolls.	Average daily attendance.	Cost to Imperial Government.	Cost to cess.	Total cost.	Cost per pupil.	
						Total cost.	Cost to Government.
			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1868-69	206	189	5,899	13,254	19,153	92 15 7	28 10 2
1869-70	197	181	6,692	12,720	19,412	98 8 6	33 15 5

Slightly increased numbers are attended by a rise in average cost. Of the total increase in expenditure, Rs. 259, the charge of Rs. 793 to imperial funds was met by a diminution of charge to the cess amounting to Rs. 534.

Remarks of officers. The Chief Commissioner. Mr. Quinton.

67. That the school has worked well is shown from the following remarks:—The Chief Commissioner:—"I was much pleased with my visit to this school, the state of which does much credit to the head master." Mr. Quinton:—"The head master is a most efficient teacher and the state of the school is in all respects very creditable to him."

Report of the Head Master, Bábu Rám Chandra Sen.

Bábu Rám Chandra Sen, the Head Master, reports thus :—

"The middle department prepares a class of teachers, Urdu and "Nágrí, for superior schools. It had 30 pupils during the year, each "receiving Rs. 6 per mensem from the imperial funds.

"The lower department prepares teachers in a single year for inferior "schools. It had 170 pupils at the close of the year, divided into 5 Urdu "and 2 Nágrí classes. All these students receive Rs. 4 each from the cess. "They are all taught free, and such as like get free quarters also.

"Three standards of examination have however been observed during "the year, higher, middle and lower.

"The scheme of studies has been pretty nearly the same as that "prescribed for the year preceding.

"There have been two lower examinations during the year, the 1st "in April, and the 2nd in September last.

"131 out of 143, or an average of over 92 per cent, passed success-"fully, 28 in the 1st, and the rest in the 2nd division.

"Of the successful candidates 10 were teachers from indigenous "schools, and the rest came from muktabs, or Government schools.

"The following figures will show the percentage of marks gained :—

Subject.	Percentage.	Remarks.
Language 1st and 2nd,..	75·5	
Grammar and composition, ..	65·2	
Geography and History, ...	61·8	The Nágrí students are on the whole inferior to the Úrdu.
Arithmetic and mensuration, ...	80·6	
Natural philosophy and training system.	55·0	
Total, ..	67·6	

"These men attended in turn the practising school, connected with "the Normal, for part of the year and learned their practical duties there.

"They were sent out after each examination as village school masters, "on salaries varying from Rs. 6 to Rs. 10, the average being Rs. 7-8-0 per "mensem.

"The middle examination was held in December last. There were "50 candidates, of whom 30 were students of the Normal School, and the "rest teachers from schools in the Province.

"Of the 30 students, most of whom were ex-junior pupils of the school, "28 obtained certificates, 16 in the 1st, 11 in the 2nd, and one in the 3rd "division.

"The percentage of marks gained is shown below :—

Subject.	Percentage.	Remarks.
1st Language, ...	68 0	
2nd Language, ..	61 0	
Geography, ..	62·0	
Mathematics,	76·0	
Natural philosophy and training system,	63·0	
Total, ...	66·0	

"Eighteen out of 28 have been sent out as teachers on an average "salary of Rs. 15-6-0 per mensem, the rest having been allowed for want "of suitable vacancies to continue their studies at the school; these are "now getting on with some of the subjects of the higher standard.

"Of the two failures, one failed in arithmetic only, while the other "was prevented by certain domestic afflictions from attending the examin-"ation throughout. These have since been appointed as 1st class village "school masters on Rs. 10 each.

"Of the 20 out-teachers who joined this examination, only 6 proved "successful; one of these was allowed to attend the school over two months, "and he passed in the 1st grade; the remaining 5 passed in the 3rd "division.

"No Higher class existed in the school during the year under report; "8 out-teachers, however, offered themselves for the examination which "was also held in December. Only one of the candidates obtained a "second class certificate, the rest having failed in one or more subjects.

"The average number of boarders was about 100 during the year, 70 "Musulmáns and 30 Hindús. With one or two exceptions, the conduct "of these men has been satisfactory throughout."

68. The unhealthiness of the building must again be noticed. As remarked by the head master, "The boarding rooms want more ventila-"tion, an average of 5 sick per diem speaks for itself. Not to speak of "the locality, the entire building is open to serious sanitary objections, "and the sooner the school is removed to a healthier and more commo-"dious site, the better."

Unhealthiness of present building

Female Normal School.

69. Sanctioned in August 1867, this school at the close of 1868-69 contained 22 pupils, of whom 10 were stipendiary, 6 teachers from Government, and 3 from Mission schools. As regards 1869-70 the following particulars are taken from the report of Mrs. Massih. Besides the 10 stipendiary pupils 7 more were on the rolls, all 17 Mahomedans. To teach Hindú and Mahomedan ladies together has been found impracticable. The average daily attendance throughout the year is reported as 16·453.

* 1 Superintendent,	50 0 0
1 Assistant,	10 0 0
10 Stipends at Rs 4 each, ...	40 0 0
Servants, books and contingencies, .. .	20 0 0
Total, .	120 0

There were 2 admissions to 7 departures; all were studying Urdu only. There were no school fees, whilst the charge to Government was Rs. 1,438-13-0. The cost per pupil, borne entirely by Government, was naturally very high, Rs. 81-0-11. This average cost cannot but appear disproportionately large, until brought down by a number of pupils corresponding to the means employed.

Mrs. Massih writes "the books which are used in the boys' schools "were large and difficult for female schools, so I compiled a few books "for the use of female schools, and all are printed."

And she gives the following list:—

Number.	Name of Books.	Language in which used.	Subjects general character.	Remarks.
1	Harúf-i-tahijji, ...	Urdu,	Reading.	
2	Mufídulhikáyat, ...	Ditto,	Ditto.	
3	Qawáid-i-lashkarí, ...	Ditto,	Grammar.	
4	Tawáríkh Hindostán, ...	Ditto,	History.	
5	Jughraphya-i-Awwal,...	Ditto,	Geography.	
6	Muntakhibul hisáb, ...	Ditto,	Arithmetic.	
7	Sukhdáyak Kaháni, ...	Hindi,	Reading.	

Mrs. Massih represents that more pupils wish for admittance and that an additional teacher is required, and urges that "as Government "desire that the female pupil teachers should remain in the school for "two years, it would be well if Government gave more than Rs. 4 to the "pupils on their finishing the first year's course." The results of the annual examination held in April, are reported by Mrs. Massih, as very satisfactory. "Most of the pupils obtained more than 3-4ths of the total "marks, some 3-4ths, and some less than half. All the pupil teachers have "passed their examination, after which some eight got teacherships in the "city of Lucknow, and others are ready to go to other districts."

The most qualified judges as to the state of this school are those ladies who have been kind enough to visit it. Their testimony, as shown by the visitors' book, is gratifying.

Disposal of trained teachers.

70. It has already been seen that there is a small demand for trained teachers. Their suitable location is however a matter of anxious consideration.

It is aptly remarked by Mrs. Massih that "As it is the first instance "that female teachers are about to be sent to the district schools I wish "that every suitable provision be made for them. It is not safe to leave "the schools to these teachers." "If no other arrangement can be made," she adds, "I undertake to superintend them as I do the city schools "provided Government makes some provision for me."

Mr. Handford in January wrote thus :—" Unless money for the sup-
" port of the new schools is sanctioned there will be some difficulty in
" providing employment for these women, and as a consequence the
" difficulties in inducing respectable persons to come forward to be train-
" ed will be increased."

The fact seems to be that, until the scheme for more female schools be sanctioned, the supply of trained female teachers actually exceeds the demand, and the very success of the female Normal school has led to some difficulty in suitably providing for its passed pupils.

In reply to the question whether in the eastern circle, there might not be room for some of these passed teachers, Mr. Thomson writes :—

" I cannot recommend sending the female Normal school students
" over here; at present we have no means of looking after them or
" helping them to work, and the difficulties a woman in a strange town
" would have in discharging such novel duties would be immense."

" The Normal School was established as part of a system. It was
" expected that by the time the teachers were trained Inspectorships
" would be sanctioned to direct and assist them. If the schools are esta-
" blished without efficient guidance, *i. e.* without a thoroughly trustworthy
" Superintendent who can inspect them at any time she chooses, we shall
" have a break down. In my opinion the best thing that can be done in
" the event of funds being still withheld is to close the Normal School,
" to appoint all the students to schools in Lucknow and its neighbour-
" hood, with Mrs. Massih for Superintendent. There will then be no
" sham. If but little is done it will be real and honest."

Mr. Thomson concludes thus hopefully on the general question :—
" I may say that all we now want is a reasonable grant of money; after
" the last 4 years' experiment there is no doubt but that we can establish
" a system of female schools as efficient and as popular as the boys' schools.
" A special machinery however is required and without it very little can
" be done."

Private schools under Government inspection.

71. The prescribed statement is as follows :—

Description of Institution.	Number of Institution.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
					Rs.	Rs.	
Colleges, ...	1	38	23	21	*7,632	9,402	* Includes Rs. 1,539 on account of scholarships.
Higher class schools,	1	667	645	555	†19,097	18,128	† Includes Rs. 189, on account of scholarships
Middle do. do., ...	24	2,177	2,341	1,737	‡17,529	18,972	‡ Includes Rs. 107 on account of scholarships and excludes Rs. 6,718 on account of Building grant to Rája ká Basár Church Mission School.
Lower do. do., ...	40	1,765	1,815	1,506	4,078	7,045	
Female schools, .	11	371	278	233	5,123	6,805	
Total, ..	77	5,018	5,102	4,052	53,459	60,352	

The corresponding statement for 1868-69 is also given :—

Description of Institution.	Number of institution.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
					Rs.	Rs.	
Colleges, ...	1	24	16	14	*5,756	6,005	* Includes Rs. 1,451 on account of scholarships.
Higher class schools,	2	818	763	649	†22,571	17,760	† Includes Rs. 446 do. do.,
Middle do. do., ...	24	2,231	2,105	1,634	‡15,594	17,190	‡ Includes Rs. 40 on account of scholarships and excludes Rs. 3,298 on account of building grants.
Lower do. do., ...	35	1,471	1,395	1,132	§3,773	6,269	§ Excludes Rs. 2,835 on account of building grants.
Female schools, ...	10	308	293	225	4,592	6,198	
Total, ...	72	4,852	4,572	3,654	52,286	53,422	

Comparative progress during the year.

From these two statements it may be gathered that, whilst during the year there has been a considerable increase in schools, pupils, and expenditure, generally, the increase in every particular has been most marked in schools of the lower class. In the higher class schools there has been a slight decrease, middle class schools are in number the same, but have increased in average number of pupils, in daily attendance, and in cost. As regards female schools, increase of cost has not been followed by increased numbers.

Classification.

No alteration has been made in the principle on which higher and middle schools have been classified, and which was described in para. 22 of the report of 1868-69. It is perhaps scarcely fair to some of the middle class schools.

Percentage of attendance.

The percentage of attendance to the number on the rolls is 79.

Progress during last five years.

72. The progress for the last five years will be seen from the following statement :—

Institution.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
						Rupees.	Rupees.	
Private institutions under Government inspection.	1865-66	63	3,687	3,201	2,524	37,740	36,131	
	1866-67	70	3,926	3,743	2,803	45,577	37,986	
	1867-68	73	4,404	4,275	3,143	47,816	49,479	
	1868-69	72	4,852	4,572	3,654	52,286	53,422	
	1869-70	77	5,018	5,102	4,052	53,459	60,352	

73. A list of grants-in-aid during the year is given below :— Grants-in-aid.

Number.	Name of institution.	Amount sanctioned up to 31st March 1870.			Amount drawn during 1869-70.			Remarks.
		Rs.	As.	P.	Rs.	As.	P.	
1	Canning College, Lucknow, ...	25,000	0	0	25,000	0	0	
2	Lucknow Christian Girls' School,	3,200	0	0	2,430	0	0	
3	Wazírganj Church Mission „	1,800	0	0	1,800	0	0	
4	Victoria Church Mission Branch School, ...	780	0	0	780	0	0	
5	Ránikatra School, ...	720	0	0	720	0	0	
6	Nakhás ká pul „ ..	720	0	0	720	0	0	
7	Rája ká bazár „ ...							
8	Ashrafabad „ ...	816	0	0	*552	0	0	* Amount drawn for two schools only.
9	Nawábganj „ ...							
10	Yahayaganj „ ...	273	0	0	273	0	0	
11	Goláganj „ ...	279	0	0	279	0	0	
12	Hoseinabad „ ...	2,700	0	0	2,700	0	0	
13	Saádatganj „ ...	300	0	0	300	0	0	
14	Sadr bazar „ ...	480	0	0	480	0	0	
15	Huseinganj „ ...	300	0	0	300	0	0	
16	Kashmíri mohalla „ ...	360	0	0	360	0	0	
17	Naubustah zanáná „ ...	804	0	0	804	0	0	
18	Goláganj zanáná „ ...							
19	Ragged Girls' „ ...	96	0	0	96	0	0	
20	Mahonah „ ...	480	0	0	296	0	0	
21	Neotíni „ ...	360	0	0	336	5	0	
22	Bangermow „ ...	150	0	0	146	0	0	
23	Shankerpur „ ...	72	0	0	72	0	0	
24	Futtehpur „ ...	480	0	0	480	0	0	
25	Zeidpur „ ...	480	0	0	480	0	0	
26	Rámnagar „ ...	240	0	0	240	0	0	
27	Rodouli „ ..	300	0	0	300	0	0	
28	Ajoodhia „ ..	660	0	0	605	0	0	
29	Dostpur „ ..	240	0	0	†80	0	0	† Ceased to draw from July 1869.
30	Bilgrám „ ...	960	0	0	837	0	6	
31	Sandilah „ ..	780	0	0	580	0	0	
32	Malláwan „ ...	420	0	0	420	0	0	
33	Sándí „ ...	420	0	0	300	0	0	
34	Madhoganj „ ...	240	0	0	‡60	0	0	‡ Discontinued from June 1869.
35	Gopamow „ ...	240	0	0	210	0	0	
36	Ghosainganj „ ...	240	0	0	120	0	0	Stopped from September 1869.
37	Pihání „ ...	168	0	0	167	0	0	
38	Báwan „ ...	150	0	0	140	0	0	
39	Nawábganj Alliabad „ ...	180	0	0	180	0	0	
40	Nasírganj, „ ...	144	0	0	108	0	0	Ceased to draw from December 1869.
41	Balrámpur „ ...	1,560	0	0	1,642	0	0	
42	Paraspur „ ...	240	0	0	240	0	0	
43	Oomrí „ ...	144	0	0	96	0	0	
44	Roy Bareilly Mission „ ...	996	0	0	996	0	0	
45	Ditto Girls' „ ...	120	0	0	120	0	0	
46	Khyrabad Mission „ ...	600	0	0	600	0	0	
47	Matchhrehta „ ...	504	0	0	476	8	0	
48	Hurgaon „ ...	252	0	0	240	0	0	
49	Lahurpur „ ...	252	0	0	279	8	0	
50	Maharajnagar „ ...	252	0	0	218	5	5	
51	Tumbur „ ...	252	0	0	238	3	1	
52	Nimsár „ ...	252	0	0	210	8	0	
53	Kootubnagar „ ..	252	0	0	197	14	8	
54	Paintípur „ ...	252	0	0	252	0	0	
55	Secandrabad „ ...	228	0	0	228	0	0	
56	Dhowrehra „ .	114	0	0	64	8	0	
57	Mrs. Reuther's Girls' „ ...	480	0	0	480	0	0	
58	Tándah „ ...	360	0	0	360	0	0	
59	Lucknow Evening „ ...	1,200	0	0	900	0	0	
60	Mahmudabad „ ...	1,050	0	0	1,050	0	0	
	Carried over, ...	55,392	0	0	52,640	12	8	

Number.	Name of institution.	Amount sanctioned up to 31st March. 1870			Amount drawn 1869-70.			Remarks.
		Rs.	As.	P.	Rs.	As.	P.	
	Brought forward, ...	55,392	0	0	52,640	12	8	
61	Ekaunah „ ..	600	0	0	600	0	0	
62	Baundí „ ...	600	0	0	564	9	1	
63	Morádabad „ ...	150	0	0	150	0	0	
64	Badursa „ ..	150	0	0	120	0	0	
65	Moráwan „ ..	150	0	0	128	0	0	
66	Baragaon „ .	180	0	0	180	0	0	
67	Deogaon „ ..	180	0	0	120	0	0	
68	Bhinga „	600	0	0	31	2	0	Drawn for one month only.
69	Mánikpur „ ..	150	0	0	130	0	0	
70	Zahur Bux bazar „ ...	89	9	7	89	9	7	
	Total Rs, ..	58,241	9	7	54,754	1	4	
	Building Grant to Church Mission School, Rája ká bazár, ..	6,718	8	0	6,718	8	0	
	Grand total Rs, ...	64,960	1	7	61,472	9	4	

* Ashrafabad girls' school.
Dost-pur school,
Madhoganj, „
Ghouseganj, „
Nasírganj, „
Bhinga, „
† Zahur Buksh bazár girls' school,
Bhinga school,
Manikpur school,
Goláganj zanáná school,
‡ Bilgrám,
Sandilah,
Rodouli,
Rámnagar.
Tándah,
§ Moradabad,
Moráwan,
Badursa,
Bángermow,
Bháwan,
Mánikpur,

The total number at the close of the year was 64; 6* having ceased to draw the grant, and 4† having been added. Of the 64 5‡ are Government Vernacular Schools whose English teachers are paid from grant-in-aid, and 6§ are cess schools to which superior teachers have been added at a cost charged partly to subscriptions, partly to grants-in-aid.

Private schools and Colleges of the higher class, represented by Canning College.

Private Schools and Colleges of the higher class.

74. Canning College represents in its senior and school department the solitary entries under colleges and higher class schools in the statement given at para 71.

Canning College.

75. The following statement shows the number of pupils in the three branches for the last two years :—

Department.	March 1869.	March 1870.	Increase.
College Department, ..	24	38	14
School Department, ..	468	506	38
Oriental Department, ..	174	161	decrease. 13
Total ..	666	705	39

76. The decrease of 13 in the Oriental Department is balanced by the increase of 14 and 38 in the college and school departments.

77. The report of the Principal, Mr. R. Boycott, is given *in extenso* :— Report on Canning College for the year ending 31st March 1870.

Organization.

" When founded in 1864, this institution comprised merely an English " School and an Oriental Department. A College Department was added " after affiliation in Arts with the Calcutta University in 1867. During " the year under review, its organization has been further developed by " the establishment of a preparatory school, and, consequent upon affilia- " tion in Law, by the addition of a Law Department. So that what is " now popularly known as Canning College embraces five departments, " viz., the College Proper, a Law Department, an English School, a Pre- " paratory School and an Oriental Department.

" The work of each department and its present condition may briefly " be stated as follows :—

The College proper.

" In the College proper, all the students have matriculated at the " Calcutta University and are studying for the First Arts examination " and the B. A. degree.

" To obtain a degree, a prescribed course of study for four years has to " be gone through. We have now the usual succession of classes reading " this course. Two students are in the 4th year's class, two in the 3rd, " twelve in the 2nd, and thirteen in the 1st, making a total of 29 under- " graduates. Our first B. A., candidates will be sent up for examination " in December next.

Law department.

" Chiefly with the law examinations of the University in view, a " Law Class was opened on the 1st of March, with Mr. Theodore Thomas, " Barrister-at-law of the Middle Temple, as Law Professor. There are " now 18 Law students, seven of whom at the end of the course will be " qualified to take a degree in Law.

The English school.

" In the English school we have 289 pupils divided into eight " classes, reading a course graduated up to the standard of the Entrance " Examination of the University.

Preparatory school.

" Owing principally to the great number of admissions of beginners, " and the consequent over-crowding of the lower classes of the English " school, less progress was made by individual boys in the lower than in " the higher classes, and an opinion obtained in the city that our junior " classes were somewhat neglected. To remedy this defect a separate " department for beginners has been organized. Thus the Preparatory " school is conducted on the monitorial system, so that by greatly increas- " ing the number of classes, and by utilizing ex-students of the College " on small salaries as monitors, the over-crowding complained of has been " obviated, and more efficient teaching secured. The pupils in this " department number 217, and from the alphabets read up to a fixed " standard, when they are promoted to the English school.

The Oriental Department.

" In the Oriental Department are 161 students divided into six " classes, and reading Urdu, Persian and Arabic, or Hindí and Sanskrit. " The re-organization of this department is in progress.

Statistics.

"The statistics of the institution for the year show an increase of pupils, "otherwise they are very similar to previous years. The total number of "pupils on the rolls at the end of the year was 705 against 666 last year, "and the percentage of attendance for the year was 86. The languages "taught are English with 535 students, Urdu 479, Hindí 23, Persian 40, "Sanskrit 118, and Arabic 117. The fees average Rs. 350 per month, "93 boys are free, 11 are on the orphan fund and in addition to "a free education have books found them and are partly clothed, 24 are "scholarship holders, and the remainder pay one anna per month in the "Oriental Department, and from 8 as. to Rs. 5 per month when English "is studied. Arranged by castes and religions, we have 37 Christians; "428 Hindus; 240 Mahomedans. Of the Hindus 148 are Bráhmans, 66 "Chhattrís, 192 Kayaths and Súdras.

"As regards trade or profession of guardians, I find 24 Talukdárs, 55 "connected with land, 387 Government and private servants, 113 profession-"al men, 59 traders, 16 artisans, and 51 wasíkadárs, pensioners, and others.

Scheme of studies.

"The work of the year has been simply a continuation of that of pre-"vious years.

"The University regulates the College course, and in the English "school the course of study drawn up in 1867 has generally speaking been "steadily adhered to.

"The only alteration of importance has been the introduction of the "study of Sanskrit and Arabic into the four upper classes of the English "school, with the view of these languages being taken up as the second "language instead of Urdu, Hindí or Bengalí in the entrance examination. "Thus a better preparation will be made for the study of the oriental clas-"sical languages in the College proper, the University standard, particularly "in Sanskrit, being unusually high for students out of Bengal. In the "last Arts Examination our only failure was in Sanskrit, and of ten candi-"dates sent up by the oldest College (Benares) in the Upper Provinces, as "many as *eight* failed in the second language. Our only remedy is to "begin to study these languages earlier.

"Arrangements have been made for a more systematic study of Per-"sian in the English school, and in the upper classes of the preparatory.

Weekly examination.

"The weekly written examinations of the upper classes have been re-"gularly conducted. They have contributed much to our success in the "University Examinations, and I particularly wish to thank the Professors "and the higher teachers for the assistance rendered me in conducting these "examinations, for the care with which the papers have been examined, "and for the punctuality with which the results have been sent in. Every "Saturday the six highest classes have a paper for three hours, and every "subsequent Friday the results are posted up in a conspicuous place to be "scrutinized by crowds of students with much interest and some anxiety.

Annual examination of oriental department.

"The annual examination took place in December and January. The "Mujtáhid, Syad Banda Hosein, after visiting the oriental department "favoured me with a detailed account of the attainments of each Persian

"and Arabic student, and reported that he found all of them desirous of "acquiring knowledge and diligent in their studies. In Moulví Ali "Nakí's class, 10 passed their examination most creditably, and the Muj-"táhid was particularly pleased with the learning and ability of Mirza "Sujjád Ali who is declared to have passed the "first grade examination "in Arabic better than any one hitherto has done;" similarly in Moulví "Fazla Allah's class 10 painstaking students are commended. This class "reads the highest Arabic books. In Persian, Moulví Zahírudín's pupils "passed a good examination, and the same is reported of the Junior "Persian class.

"The Professor of Sanskrit (to whom, with the Arabic Professor, I am "indebted for much valuable assistance in supervising the Oriental De-"partment) reports of Pandit Magan Lall's Sanskrit class that the teacher "must have taken great pains with his boys who answered questions in "Sanskrit, Hindí, and geography with readiness, and worked arithmetic "without making many mistakes. The senior Sanskrit class was examined "by papers kindly furnished by Pundit Rámavatár of the Patna College. "Umadat is commended for his knowledge of Sanskrit and Bubboo for "having read his books with particular attention.

Annual Examination of English school.

"The English school was thoroughly examined by myself, assisted "by Mr. White, Mr. Evans, Baboo Rájkumár, and Syad Hosein. The "masters are all experienced teachers, and, knowing exactly what is re-"quired of them, they succeed in bringing a very fair percentage of their "students up to the standard prescribed for their respective classes.

"The 3rd class stood best in writing and dictation and history, the "4th in English and geography, the 5th in arithmetic, the 6th in Urdu. "The 7th and 8th classes were both in good order and the 9th under its "skilful teacher Pandit Sheo Narayan was a model of good method and "discipline. As regards subjects in English, the classes generally gave "indication of improvement. The chief defect is that the reading is too "mechanical, and but little evidence is given of what is read being "understood. In Urdu more attention to grammar is recommended. "History and geography rank fair. Writing and dictation may be said "to be improving, but in arithmetic too few in working out seem to "combine the required qualities of accuracy, neatness, and despatch.

"The second class School department and the first year's class in "the College were examined on paper. There are clever pupils in each "who passed well, but these classes as a whole are not so good as I ex-"pected to find them. One peculiarity is that comparatively speaking "few pupils in these two classes are good in every subject: superior "English scholars failing entirely in Sanskrit, and the best Arabic scholar "doing but little in mathematics.

University Examination results.

"The following are the results of the University Examination as "regards Canning College. For the First Arts *three* candidates were "sent up.

"Brajendra Náth Dey, passed in the first division, and Alfred Nundy, "in the second. The third candidate failed in Sanskrit only. For the

"Entrance Examination we had twenty-six candidates, of whom 17 passed, "five being in the first division, seven in the second, and five in the "third. The students who passed in the First Division were Nának "Chand, Srírám, Lalla Pitam Roy, Abdúl Rahí m and Shankar Dyal, "The failures were eight in English, none in the second language, two in "history and geography, and three in mathematics.

"In the above examination, while only five out of 19 successful can-"didates were placed in the *lowest* division, Brajendra Náth Dey, and "Nának Chand, succeeded in obtaining high honours. Brajendra Náth "Dey in the First Arts Examination stood fourth in order of merit out "520 candidates, and Nának Chand, being first of all the Entrance can-"didates from the schools of Oudh and the Central Provinces, carried off "Sir Stafford Northcote's prize of Rs. 500.

Comparison with previous results.

"Compared with previous years the above results show progress, but "can scarcely be considered more favourable than those of 1868. Though "more in number were passed last December, and distinguished honours "obtained, yet the great number of failures we had, brought down our "percentage and somewhat lowered our comparative position.

Comparison with other institutions.

"Compared with the educational institutions of the Panjáb, North-"Western, and Central Provinces, Canning College passed more for the last "Entrance Examination than any other College or school; in the First "Arts Examination of the eleven institutions which sent up candidates "three passed more, and seven fewer, and taking into consideration the "number passed at the three ordinary examinations of the University, "Canning College has done more during the year for higher education "than any other institution except one.

Employment of ex-students.

"With regard to students of this and previous years who have passed "the Entrance and Arts Examinations and cannot afford to continue their "studies, I regret that some difficulty has been found in assisting them to "obtain appointments, and that a number of them are still without employ-"ment. Although it is not desireable to encourage students to look to "Government employment as the main object of their education, still in "the present state of education in Oudh, I think something might be "done to give under-graduates an opportunity of obtaining a due share of "subordinate appointments.

Notice of Masters.

"While gratefully acknowledging the diligent manner, in which with "one or two exceptions the whole staff of the institution, have done "their work, I cannot allow this opportunity to pass without pro-"minently bringing to notice the thorough and able manner in which "Mr. White, Senior Professor, taught the College classes English and "Philosophy, and helped on the Entrance class in English. None of the "first Arts candidates failed in Mr. White's subjects, and to his skill and "unwearied exertions much of our success at the University examinations "is to be attributed. In addition to his ordinary work, Mr. White "officiated as Principal for six months, and short handed and in the face of "great difficulties, succeeded in preserving the institution in its efficiency.

" My acknowledgments are also particularly due to Mr. Evans, who for " half the year taught the Entrance class, history, geography, and mathe- " matics; to Bábu Rájkumár for the great progress made by the Sanskrit " classes, and for the assistance rendered during my absence in preparing " the college classes in history; to Mr. Syad Hoseín, not one of whose " pupils failed either in the First Arts or Entrance Examination; and to " Bábu Chandra Kumár, whose assistance in mathematics was most " valuable.

Additions to and changes in the staff.

" Several important changes in the staff of the college have to be " recorded. By the appointment of Mr. Gall, M. A., of Aberdeen, and " B. L., of London, the staff has been much strengthened. His subjects " are mathematics and the physical sciences, and he gives great promise of " being extremely useful, being both an experienced teacher and a scholar. " Mr. Evans, B. A., of Calcutta joined in July and successfully carried on " the entrance class in history, geography, and mathematics; and Mr. " Sykes, B. A., of London, has already proved a valuable substitute for " Bábu Chandra Kumár, who six weeks ago was compelled by failing " health to take leave.

Benefactors.

" The college is indebted to the Rájas of Mahmudabad and Bhinga " for scholarships enjoyed during the year by poor deserving students, and " to Bábu Dakhinaranjan Mukerjí, and the Rája of Bhinga for special " prizes. Mr. McMinn's annual prize of 32 rupees has not been awarded, " no essay of sufficient merit being sent in. Only two students competed " and a prize of twelve rupees was awarded by Mr. McMinn, to Syad Ali, " whose essay on the subject of economizing and storing water was the " more practical and correct.

Conduct of boys.

" The conduct of the students continues good. Quarrels occasionally " occur and a few complaints have been made of books being stolen or lost. " But these are not more than usually occur in English schools, and I " have not had much difficulty in settling all disputes and satisfying com- " plainants.

Balrámpur school no longer a high class school but favorably reported on.

78. Balrámpur school, although technically no longer in the higher class, is satisfactorily reported on by Mr. Thomson.

" In the beginning of the year cholera was very bad in Balrámpur " and the school almost closed.

" After this it never quite recovered its previous attendance. There " are 140 boys registered but the attendance though improving is still " irregular. The fees have amounted to Rs. 80-2-6. During the year " an excellent head master, Bábu Kálí Dás Bhuttacharjí was ap- " pointed, and the school has under him decidedly improved.

" It is also fortunate for the school that the Mahárája himself has " been a good deal at home during the year; when he is absent his " servants are no way zealous in carrying out his wishes regarding the

"school. On the whole, I consider it at present in a more healthy condi-
"tion than I have ever before seen it."

B.—Private schools of middle class.

Middle class private schools.

79. The comparative statement shows an inappreciable decrease in numbers on the rolls.

Year.	Number of institutions.	Number of pupils on rolls at the close of the year.	Average attendance during the year.
1868-69, ...	24	2231	1634
1869-70, ...	24	2177	1737
Increase, ...	Nil.	Decrease 54	Increase 103

Schools.	Pupils.	
	1868-69.	1869-70
Hoseinabad, ...	106	95
Saádatganj, ...	67	51
Sadr Bazár, ...	117	86
Hoseinganj, ...	53	52
Kashmírí Mohulla, ...	81	86
Roy Bareilly, ...	100	103
Khyrabad, ...	97	107
Total, ...	621	580

American Mission schools.

80. The American Mission Schools are the same as last year. Of the first five in Lucknow, the Reverend T. H. Messmore, M. A., reports thus:—

Mr. Messmore's report.

"I regret that I am not able to present a more encouraging report of "the aided schools under my charge. The most important of the five boys' "schools viz., the Central School at Hoseinabad has been slowly decreas-"ing in numbers during the year, and although the first classes from "two of the branch schools were transferred to Hoseinabad about the "middle of the year, the register shews an actual decrease of eleven "pupils for the year. The branch schools also have suffered somewhat "from the desertion of the pupils for other schools, although upon the "whole the condition of the branch schools is rather better than at the "beginning of the year. I have been very much discouraged on account "of the quite prevalent disposition of the boys to forsake our schools "for other places of instruction in the city. The reasons for this are "various. Inasmuch as the children of the wealthy classes are main-

Central school.

Branch schools.

"ly found in attendance at Canning College, the few representatives of "that class still found in our school are naturally desirous of attending "school where they will associate with persons of their own position in "society, while many promising and ambitious boys from the poorer "classes, desirous of associating with those above them, seek to accom-"plish their purpose by attending schools where such persons particularly "attend. Many of the parents also are of opinion that all who attend "the Canning College school are necessarily collegians, and are hence "ambitious of sending their children there, though fitted only for the "very lowest classes of the primary department. In addition to this, "the unfortunate failure of the entrance class of the Hoseinabad school "for 1869 has filled the students with fear that such will be the fate of "all who attempt matriculation from this school. The extreme poverty "of the majority of the students now in our schools militates very much "against their progress. It may be thought by some that those who "cannot or will not purchase the simple books, required for even the verna-"cular course should be excluded from schools. But this is the very "class most in need of elementary education, and such pupils are retained "though at the expense of lessening the average standard of scholarship "in the schools. Liberal scholarships are provided, prizes awarded and "in every legitimate manner the pupils are encouraged to persevere in "their studies.

Hoseinabad school.

"There is no entrance class in the Hoseinabad school for the "current year. A class for 1871 has been formed, taught by myself, who "will I hope be more successful than the candidates of last year. The "several branch schools with the exception of the Sadr Bazár school "send up annually one class to the central school. The migratory "character of many who attend the Sadr Bazár school seriously interferes "with its progress, while its location is such that the advanced pupils "enter Canning Collge, instead of the Mission Central school. During "the past year the first class was thus entirely removed.

Branches.

Sadr Bazár school.

Supervision.

"A constant and strict supervision over all these boys' schools is "maintained by the Missionaries of the station who are striving to make "them as efficient and successful as possible."

Increased centralisation is likely to tend to increased success. Mr. Messmore concludes thus :—

Centralisation of higher teaching in the Hoseinabad school determined on.

"At the last meeting of the Methodist Missions in Oudh and Rohil-"kund, it was resolved that the Hoseinabad school, alone of all our schools "in Oudh, should teach up to the Entrance Class, and that all other schools "of the mission in Oudh be feeders to this school, where pupils graduat-"ing from other schools shall be sent on scholarships. When this plan "shall be fully brought into operation we trust the Hoseinabad school "in its higher classes will be well filled with intelligent and successful "students."

Comparative statement of attendance.

The following statement of attendance is given by the Deputy Inspector, Sheo Narayan :—

Schools.	Average attendance.					
	1866-67.	1867-68.	1868-69.	1869-70.		
				1st quarter.	2nd quarter.	3rd quarter.
A. M. School, Saádatganj,	68	80	64	51	47	44
Do. do. Hoseinganj,	45	57	66	42	37	35
Do. do. Sadr bazár, ...	45	74	104	75	71	61
Do. do. Kashmírí M.,	...	83	84	62	60	59
C. M. School, Ránikatra, ...	...	85	75	60	69	61
Do. do. Nakhás ka Púl,	...	101	107	57	43	41
Do. do. Victoria Street,	...	130	89	60	58	57

Remarks by Deputy Inspector Sheo Narayan.

The Mission schools would he thinks be more successful and more popular, were less exclusive attention paid to English which the pupils have not time to acquire thoroughly, and by better grounding in the vernacular.

And by the Junior Inspector Munshí Durga Pershád.

The Junior Inspector writes, "the four American Mission branch "schools under my inspection, *viz.* those of Sadr Bazár, Kashmírí Mohul-"la, Hoseinganj and Saádatganj are getting on fairly, and are I think "useful institutions to create a desire for the study of English in remote "parts of the city."

Roy Bareilly school.

81. Of the Roy Bareilly school Mr. Thomson reports thus :—

"The school of the American Methodist Mission contains 103 boys "with a good average attendance of 86 per cent. The fees for the year "have amounted to Rs. 123-7-6. In previous years the Missionaries tried "to keep their school up to the zillah school standard, but they found they "had not the means of paying a sufficient staff of teachers. This year they "have reduced their scheme, retaining 6 classes instead of 8. This is in "my opinion an improvement, and I consider that the classes as a whole "have been decidedly an improvement."

Khyrabad school.

82. Of the Khyrabad school I can trace no report.

Church Mission schools.

83. The Church Mission schools are as follows :—

Schools.	Pupils.	
	1868-69.	1869-70.
	Wazírganj.	
Rája ká Bazár, ...	158	272
Raníkatra, ...	83	74
Nakhás ká Púl, ...	84	59
Victoria Street, ...	102	160
Total, ...	427	565

The opening of the Central school has been followed by a total increase in pupils from 427 to 565.

It and the school in Victoria Street have attracted the largest number of pupils. As was to be expected, those in the Ranikatra and Nakhás ka Púl schools have somewhat fallen away.

Mr. Weber reports as follows:—

Remarks of Mr. Weber.

"The central school in Rája ká Bazár was opened in October; and "the school has been removed in to it, excepting the lowest classes that are "still taught in the old school house at Wazírganj. The numbers have "risen from 158 to 272; and the general progress of the various classes "has been satisfactory. For the first time a pupil of this school appeared "at the last entrance examination; but he failed in mathematics. The "teaching staff is at present better than ever before.

"After the general examination in September, the most advanced "pupils of the first class of the branch schools were transferred to the "Central school on small scholarships. Particular attention has been paid "during the year to the study of the vernacular. The course for the "oriental and vernacular department includes natural philosophy, history, "geography, algebra and Euclid.

"Our several Anglo-vernacular branch schools I should like to see "transformed into purely vernacular schools. For the present, however, "this may not be practicable, as vernacular education alone is not yet "sufficiently appreciated to attract the desirable number of boys."

Schools supported by native gentry with Government aid.

84. The schools supported by native gentlemen with Government aid are now represented by Mahmúdabád and Neotiní. The Mahmudabad school shows steady signs of progress, and is described by the Junior Inspector as "the best of "its kind in his circle, and in an im-"proving state." The young Rája is said to take a lively interest in it.

Mahmudábad school.

Schools.	Pupils.	
	1868-69	1869-70
Mahmudabad, ...	125	164
Neotiní, ...	58	62
Total, ...	183	226

Neotiní school.

85. The school at Neotiní holds it own. Were the liberality of Mír Salámat Ali seconded by his fellow townsmen, Neotiní should boast of a much larger school than the excellent one it has. As the heart burnings incident on a disputed settlement cool down, more aid may be expected.

The Junior Inspector classes Neotiní as among the places where the people evince but little desire for the study of English, and where the schools might with advantage be converted into good vernacular town schools.

Baundí and Akonah

86. The schools at Baundí and Akonah are supported by the Rája of Kapurthalla. "Last year," writes Mr. Thomson, "I had to report

"very unfavourably of Akonah, but during 1869-70, it has greatly im-"proved. Both schools are fairly managed English town schools, but "as they are young, the proportion of boys in the last class is large."

"At Akonah a large masonry school room was built at considerable "cost, and the erection of another at Baundí is under contemplation."

In the late Rája the schools lost a liberal friend.

Schools supported partly by subscriptions and partly by grants-in-aid.

87. Akonah and Baundí have for technical reasons been entered in the statement showing schools supported partly by subscriptions and partly by grants-in-aid, and supply the place of Sándí and Mahonah in last year's list.

Name.	District.	Number of pupils.
Ajúdhia, ...	Fyzabad, ...	125
Dostpúr,*		*Nil.*
Zaidpúr, ...	Barabunkee, ...	59
Fattehpúr, ...		79
Mulláwan, ...	Hurdui, ...	139
Muchrehta, ...	Seetapoor, ...	53
Akonah, ...	Baraich, ...	73
Baundí, ...		76

* This school remained as an aided Anglo-vernacular school till 30th June 1869, and on 1st July 1869, was transferred to zillah Sultanpoor, when it was converted into a village school.

Ajúdhia.

88. Of Ajúdhia Mr. Thompson says:—"The numbers have fallen "from 131 to 125 and the average attendance has been only 63 per cent "of the number registered.

"This school has never done well. During the year under report, I "transferred Munshí Debí Singh of Utroula to Ajúdhia as head master, "as I believed his great diligence and tact would produce marked improve-"ments, but I am sorry to say my expectations have not yet been "realized."

Dostpúr.

89. Dostpúr school was during the year converted into a common village school and transferred to Sultanpoor.

Zaidpúr.

90. Zaidpúr school has, the Deputy Inspector reports, proved useful. "It sent 3 students to the Thomason College, Roorkee, who passed "their entrance examination creditably, and has also sent two promising "lads to the Nawábganj school."

The Deputy Inspector notices a growing disinclination for English. The pupils are only 59, a stigma on a school which represents a population of 10,680 inhabitants, and on a town which contains the residences of two wealthy talukdárs.

Fattehpúr.

91. Fattehpúr also, with its 7,494 inhabitants, is but poorly represented by its 79 pupils. The school is however favourably reported on,

and will doubtless get a start from the removal thither of the old Rámnagar tahsíl. It has a committee which, as already stated, shows signs of activity, and it may be expected to do much better even than it does now.

92. Of Malláwan the Junior Inspector speaks highly, as next in his circle to the school at Mahmúdabád. Malláwan.

93. Muchrehta he classes with Neotiní, as best fitted for a vernacular town school. Muchrehta.

Evening School.

94. This interesting institution, the object of which is to supply means of evening instruction for those whose day is taken up in earning their daily bread, was favourably noticed by the Chief Commissioner at the distribution of prizes at the Canning College. Bearing in mind the peculiar circumstances of the students, it is not surprising that the Head Master writes:—"I am sorry to say that I cannot make a favourable report of the strength in the school. In July 1867, it commenced with "115 names, which number was brought down to 93 in March 1868. "When the school came under my charge in June of the same year it "counted 82 names, and till March 1869 the number wavered between "85 and 80. But this year closes with only 62. This is certainly a sign "of the decline of the school, but considering the high price of grain, I "am led to believe that many have been forced by their straitened circumstances to leave us. The charm of novelty has also worn off, and "the rich folks, who had enrolled themselves for curiosity are gone. The "percentage of average attendance has risen to 66·01. The cost per "pupil has fallen considerably." Lucknow evening school. Head master's report.

The organization is thus described. "It, as in the preceding year, "consists of four classes, all of which are in an efficient order, and under a "proper management and an adequate supervision. The first class pupils "are reading for the matriculation examination of the Calcutta University "of the current year, and all of them are trying their best and struggling "hard to profit themselves. The second class men have taken up the entrance course for 1871, and are generally speaking, hard-working, and "well behaved. The third class men read Howard's third book of Reading, Part II, the book taught in a similar class in zillah schools; and "the fourth class, divided into three sections, is intended to prepare pupils "gradually for the class above it." Scheme of studies.

The results of the examination are given as follows:—

"In September last the first two classes were for the first time "examined with the zillah school classes of a similar standing. The first "class men with a few exceptions did well in English, but not in other subjects (history, geography, and mathematics), the reason being that the "former engages more the attention of the pupils from their very peculiar "circumstances than the latter. But after all, the examination proved "that they learnt and had exerted all the means in their power within the "short time under their command, spared from their day's work." Two of Results of examination.

these men to whom prizes have been awarded are named as deserving of especial commendation;

Heera Lall.

Heera Lall.—Section writer, Judicial Commissioner's office.

Gangá Parshád.

Gangá Parshád.—Section writer, Commissioner's office.

"The second class unfortunately failed, owing I think to the questions being generally difficult. The third and the fourth classes were examined by myself, and were found to be well up in what they had read. Four prizes have been awarded to the first four men in each of these classes."

The Head Master appeals to the fact that several of the students have gained employment during the year, as showing that the school has made itself useful by enabling grown-up pupils to make English a means of livelihood.

"It has," he adds, "done much good to the grown-up and grey haired people of Lucknow, and will do much more if placed on a permanent basis. It is a refreshing sight to see aged men toiling their way through elementary books and learning in one year what boys in day schools do in three." The interest shown and assistance given by Babú Rám Chandar Sen is cordially acknowledged.

Elementary English Schools.

During the year three elementary English schools were started from motives of philanthropy by pupils of the Canning College and Church Mission School. One, in Kashmírí Mohalla, unfortunately failed from lack of funds; one has been taken over by the Church Missionary Society; and one, which is described as the Lucknow Hindú School, is doing well. The effort does these young men honour, and is one of the most encouraging signs of the spread of education.

Bhinga.

95. *Bhinga.*—The Rája has nearly completed a superior schoolhouse at much expense, and its immediate opening is anticipated.

"The school" writes Mr. Kavanagh "is entirely supported by the Rája, and he personally sees that the boys receive proper attention on the part of the masters. His own education has not been neglected since he left Canning College."

C.—Private schools of the lower class.

Lower class private schools.

96. Of this class there are 40 schools with 1765 pupils, against 35 schools and 1471 pupils at the close of 1868-9. Of the whole number, 17 schools receive no Government aid.

Following last year's arrangement, they are classified as—

(1.) Those supported and managed by private gentlemen:

(2.) Those supported by general subscriptions and managed by District Officers and Committees. Of the first group are the following :—

Proprietors.	Number of schools.		Number of pupils.		Remarks.
	1868-69.	1869-70.	1868-69	1869-70	
Maharájah Drig Bíjay Singh, K. C. S. I.,	10	11	233	195	
Jemadár Bishn Náth, Oonao district,	1	1	43	42	
Mr. Weber, Manager, Church Mission Schools, Lucknow, ..	0	1	0	24	

97. The addition of a school in the estates of the Mahárája of Balrampoor has not been followed by an increased number of pupils. On Balrámpur estate.

It has been already remarked that good results may be anticipated from the return of the Mahárája to Balrámpur.

98. Jemadár Bishn Náth's school at Shankarpur Serai in the Oonao district just holds its own. The Deputy Inspector reports :—"all "classes are at work and doing fairly. Jemadár Bishn Náth, deserves "credit for his liberality. The Lambardárs of the village are against the "school and do not show any attention." Shankarpur Serai.

99. Nawáb Nawázish Ali Khán's two schools in Baraich are those shown in the statement attached to para. 102, as being no longer exclusively managed by their founders. Nawáb Nawázish Ali Khán's Baraich Schools.

100. So also is that of Mirza Abbás Beg's. Mirza Abbás Beg's School

101. Of the Church Mission School in Hazratganj Mr. Weber reports as follows. "The small Vernacular School at Hazratganj has "been in existence for the last two years, and a comparatively speaking "large number of boys have passed through it. It is attended by children "of domestic servants and other poor people. A grant-in-aid of Rs. 6 "per mensem has been applied for, which I trust may soon be sanc-"tioned." This has just been done. Church Mission School in Hazratganj.

102. The marginal statement shows the number of private schools of the lower class which are supported by general subscriptions and are under the management of district officers and committees. Lower Class Private Schools under Official Control.

Districts.	Number of schools.		Number of pupils.	
	1868-69.	1869-70.	1868-69.	1869-70.
Hurdui, ...	4	5	329	366
Kheree, ...	6	7	194	244
Seetapoor, ...	7	8	467	611
Gondah, ...	2	3	156	167
Baraich, ...	...	2	*Nil.**	*Nil.**
Lucknow, ...	...	1	...	69
Fyzabad, ...	1	1	*Nil.**	47
*No returns received.				

Hurdui, Kheree, Seetapoor, Gondah, and Lucknow, each show an increase of one; Baraich of two, the schools of Nawázish Alí Khan already referred to. The report of the Deputy Inspector Hurdui is, as previously stated, too meagre for detail.

The Junior Inspector speaks of Pihání as the best aided vernacular school in his circle. It is under the management of Pandit Rámdial, who interests himself in the spread of education, and has succeeded in opening a few girls' schools in and round Pihání.

Kheree.

108. Kheree. The want of a Deputy Inspector is much felt. The duties are carried on by Bábú Keshab Chandra Deb, Deputy Inspector of Seetapoor. The Aliganj school was reduced to a village school. A school at Pyla was started during the year. The general tone of the report as to new schools, that of Aurungabad excepted, is not encouraging.

Kheree, of all districts, wants time.

Seetapoor.

104. The Seetapoor schools seem to be making progress. Buildings are still wanted in Tambour and Baragoan.

Gondah.

105. The Gondah schools, Paraspur and Begamganj, (Oomree), Mr. Thomson reports, have been fairly managed, but have made no very great progress.

"Vernacular teachers generally require close supervision, and as "there is no Deputy Inspector for Gondah zillah yet, the teachers are "not so diligent as they ought to be."

The third Gondah school was opened at Khurgopoor in August. It is entirely supported by the Gondah school committee; a fact which goes far to cover some apparent short-comings.

106. The Deogaon school has been at work about 14 months, and has made fair progress.

"There are 47 boys registered, with an average daily attendance of 81 "per cent. Rs. 17-5-0 have been collected as fees. I inspected the school "in November and found all the classes well taught:—" is Mr. Thomson's report.

Sándí and Mahonah.

106 A. To this class Sándí and Mahonah have been added during the year.

Of the latter the Deputy Inspector remarks:—

"Mahonah school has not much improved in attendance. The pro-"gress in studies is fair but the school has not yet realized our hopes in a "town which should at least send 200 boys for instruction, I would try "some other measures to bring in more boys, but the sad want of a suit-"able house is a great bar to any attempt."

Provision for a suitable building is under consideration.

Private female schools.

Private female schools.

107. The following statement shows a rise in the number of pupils in the La Martiniere and five Church Mission schools in Lucknow.

In the Fyzabad, and in the American Mission schools at Lucknow and Roy Bareilly, there is a slight falling off. The total increase is 63.

Names.	Number of pupils		Remarks.
	1868-69.	1869-70.	
La Martiniere Girls' School, Lucknow, ...	32	80	
Church Mission Girls' schools, Lucknow, (native,)	91	132	Five schools
Ditto ditto, Fyzabad, .	55	45	Amalgamated with the Government Female School Fyzabad since April 1870.
American Mission Girls' schools, Lucknow, ...	100	92	Three schools.
Ditto ditto, Roy Bareilly, ...	30	22	
Total, ...	308	371	

108. From the La Martiniere girls' school I have been favored with no report, but the ladies who take an interest in the institution say that it is working well.

La Martiniere girls' school

109. Of the Church Mission girls' schools in Lucknow, the Revd. Mr. Fuchs reports that of the Rája-ká bazár under Miriam Begam to be the best. "On the whole no real progress has been perceptible, and the "work of female education has not increased." During the absence through ill health of Mrs. Fuchs, in whom these schools found a kind and energetic friend, the superintendence has been kindly undertaken by Miss Hamilton in addition to her own sphere of labour in the zenánás of the city.

Church Mission girls' schools in Lucknow.

110. Of the American Mission girls' schools the Revd. Mr. Messmore speaks as follows :—

American Mission girls' schools in Lucknow.

"Our zenáná schools have been very much disturbed and reduced "in numbers in consequence of the conversion to Christianity of some "persons connected with them. These difficulties have not yet passed "away, but the fact that the schools are kept up against the immense "pressure brought to bear against them is in itself a triumph. In both "the zenáná schools Urdú only is taught. Two Hindú girls' schools have "been opened during the year. These differ from the zenáná schools in "this, that doolis are not provided for the pupils, who meeting only those "of their own class in their own mohullah are not afraid to come to "school. These schools are taught by men and are managed with but "little expense. We hope soon to increase the number of such schools, "and under the constant supervision of the ladies of the Mission there is "reason to anticipate substantial progress. The girls attending these "schools are mostly under 12 years of age, some are reading the second "book (Madras Series), and have made some progress in needle work. "Both schools are comprised exclusively of Brahmans."

Zeal and benevolence have their reward. From a secular point of view, the triumph is not conspicuous.

111. Of the remaining schools Mr. Thompson writes thus :—"the "only aided girls' school now existing in this circle is that of the American "Methodist Mission at Roy Bareilly. It contains 22 girls, all Musul-"mánís, daughters of artizans. They attend very regularly and appear "to be making fair progress."

Private female schools in eastern circle.

"Mrs. Reuther's schools in Fyzabad were closed, as I have said above "on that lady's departure to Europe. This is much to be regretted, as "the schools were far better managed than Governmet schools have yet "been, and promised to be very popular with all classes."

112. The District distribution of Government, and of private schools under Government management (Sections IV and V) are shown in the following table. The Statistics of 1868-69 are also given.

District distribution of Government and private schools managed by Government.

1869-70.

District.	Number of Schools.				Pupils at			
	Government.	Private.		Total.	Government schools.	Private Schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1	2	3	4	5	6	7	8	9
1 Lucknow, ...	58	18	5	81	3,338	1,183	916	5,437
2 Hurdui, ...	81	...	6	87	3,857	...	505	4,362
3 Oonao, ...	76	...	2	78	3,977	...	104	4,081
4 Roy Bareilly, ...	65	2	...	67	2,777	125	...	2,902
5 Fyzabad. ...	51	1	3	55	2,492	45	172	2,709
6 Barabunkee, ...	78	...	2	80	3,283	...	138	3,421
7 Seetapoor, ...	59	1	10	70	2,558	107	828	3,493
8 Pertabgurh, ...	57	...	...	57	2,116	...	...	2,116
9 Sultanpoor, ...	60	...	...	60	2,259	...	...	2,259
10 Gondah, ...	5	...	15	20	642	...	502	1,144
11 Kheree, ...	15	...	7	22	698	...	244	942
12 Baraich, ...	35	...	5	40	1,288	...	149	1,437
Total, ...	640	22	55	717	29,285	1,460	3,558	34,303

1868-69.

District.	Number of Schools.				Pupils at			
	Government.	Private.		Total.	Government schools.	Private Schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1	2	3	4	5	6	7	8	9
Lucknow, ...	68	16	6	90	3,201	1,042	903	5,146
Hurdui, ...	74	...	7	81	3,171	...	595	3,766
Oonao, ...	72	...	1	73	3,520	...	43	3,563
Roy Bareilly, ...	66	2	...	68	2,917	130	...	3,047
Fyzabad, ...	54	1	3	58	2,462	55	180	2,697
Barabunkee, ...	62	...	2	64	2,514	...	156	2,670
Seetapoor, ...	41	1	10	52	1,810	97	746	2,653
Portabgurh, ...	57	...	...	57	2504,	...	...	2,504
Sultanpoor, ...	56	...	...	56	2,352	...	...	2,352
Gondah, ...	7	...	13	20	657	...	564	1,221
Kheree, ...	4	...	6	10	375	...	194	569
Baraich, ...	9	...	4	13	348	...	147	495
Total, ...	570	20	52	642	25,831	1,324	3,528	30,683

Bearing in mind the effects of the re-distribution of territory; and that it is therefore impossible to judge from this return the comparative progress in each district, it may be enough to note that with 10 Government Schools less than last year, Lucknow still heads the list of pupils. Hurdui and Oonao keep their places. Both Roy Bareilly and Fyzabad are passed by Seetapoor and Barabunkee. Sultanpoor and Pertabgurh have changed places; whilst Baraich, the lowest on last year's list, has far outsripped Kheree and Gondah.

To re-capitulate what has been detailed already :—

Government Schools have increased by			70
„	pupils,	„	3454
Missionary Schools,		„	2
„	pupils,	„	136
Other Private Schools,		„	3
„	pupils,	„	30
The total increase in Schools is			75
„	pupils,	„	3620

The value of this return will be much enhanced when it can be illustrated from the Census, Revenue returns, and Gazetteer, and when there is an educational map of which it may be the key.

Want of teaching in larger villages.

113. The corresponding paragraph of last year's report tempts me to hazard the following additional remarks on the educational wants of towns. The relaxation of the grant-in-aid rules I would at present let alone. Specific aid in the shape of special masters is well within their scope. There is another point of view which is not without interest. What has been done to supply the wants of towns whose population is above 5000 was shown at para 45. The next step would be to make out lists to correspond with Census table No. VII. To see how little had been done for those 2014 "villages" whose population ranges from 1000 to 5000, would be to bare our nakedness, and to stimulate us to supply our wants. That the very excess of our need should not damp our energies, we might begin with those 403 places whose inhabitants range from 2000 to 5000.

113. With reference to educational wants of certain towns in the Lucknow district the following extract from the Deputy Commissioner's report is interesting. I fear there would be great objection to relax the grant-in-aid rules as the Deputy Commissioner suggests. The fact is the grant-in-aid system, excellent though it be where education is appreciated and the people are in tolerably easy circumstances, fails utterly where either of these conditions is wanting. It is the old difficulty which has been experienced in England and elsewhere: those who are to some extent instructed and wish to teach their children can get help to do it, provided they can pay half the cost: the degraded, who dont want the children taught, and the wretchedly poor who cannot pay are left by the grant-in-aid system just where it finds them. Mr. Quinton says, "the support of town schools in "this district is a serious question. The bulk of the residents of most "of the larger towns derived their incomes directly or indirectly from "the native Government. They have consequently been impoverished "by annexation, and are quite unable to contribute the required "amount for the support of a town school. On the other hand they "are Mahomedans and fairly educated, so that the quality of the "instruction given in the cess schools does not commend itself to them. "They are not satisfied with Hindí and Urdú but want Persian and "Arabic. Their children are either kept at home and taught to read "Persian by a Moulvi who can teach them little else or are not taught "at all.

"I should recommend that for good reasons to be assigned, a re-"laxation of the grant-in-aid rules might be made in the case "of towns so circumstanced, and that the quota to be subscribed locally "to the support of the school be fixed with reference to the poverty "or wealth of the inhabitants."

It has been already shown that Zillah and town schools are entitled to a share in the cess; and that they play the part of village schools.

It is that large border land which lies between the "town" and "village" proper that I have now especially in view. I suspect that too rigorous an application of the cess rules has tended to check the spread of education in these places, although it is just in them that it is most needed and can be most economically supplied. They are the most fitting centres in which to plant village schools; and the cess of small surrounding villages should be concentrated on them, instead of dissipating their cess over small and scattered villages. Of those mauzahs whose total population runs from 1000 to 5000, the number of boys of a school-going age may be approximately put as follows :—

On the want of defination as to what are towns and villages *vide* Mr. Williams' Consus Report, page 428. The Gazetteer will be of no small assistance to the Educational Department.

Inhabitants.	*Boys of a school-going age.*
1,000	83
2,000	166
3,000	250
4,000	333
5,000	416

The same number of boys, spread over villages of only 200 inhabitants apiece, (there are 8243 such villages in Oudh), would have to be drawn respectively from 5, 10, 15, 20, and 25 villages. That concentration would effect a great saving of teaching power is clear. Starting as ordinary village schools, such institutions would gradually attract small, but wide-spreading and increasing fees. Local subscriptions might in time be raised, and eventually a claim to a grant-in-aid made good. Meantime, the wants of the respectable classes, who desire more than the village school can give, might be advantageously and fairly met by a small specific grant-in-aid commensurate with their own contribution towards the salary of a special teacher. A scholarship of Rs. 4 per mensem might link them with the higher schools. By the reverse process of neglecting townships for scattered village schools there is apt to be not merely an unnecessary expenditure of force, but a needless limitation of the conditions of success. The repeated orders of Government to the effect that the cess must be exclusively spent on agricultural village schools, need not be violated. The mass of these townships *are* agricultural, and the majority are really "villages" in the educational sense. To abandon them to the grant-in-aid system alone, is to stifle them at their birth. It is not that too many village schools have been established, but that more schools for townships are absolutely needed. Of what has been done each successive report has been a faithful record. What remains to do the pages of the Census only too clearly show.

VI Scholarships.

Scholarships.

114. Although a good deal has been done with regard to scholarships, I scarcely think that it is as much as is either wanted for the full development of the school system of the province, or as has from the first been contemplated by Government.

In para. 42 of the Despatch of 1854, it is suggested that the pupils (of the schools of *every* district) " might be encouraged by scholarships " being instituted at other institutions which would be tenable as re- " wards of merit by the best of their number."

Orders of Government. Despatch 1854 para. 42.

By para. 55 :—" The foundation or assistance in the foundation of " scholarships for candidates from lower schools will also be a proper " object for the application of *grants in aid.*"

Para. 55.

By para. 63 :—" The system of free and stipendiary scholarships,...a " connecting link between the different grades of educational institutions, " will require some extension in carrying out our plans. We wish to " see the object proposed by Lord Auckland in 1839, of connecting " the zillah schools with the Central Colleges...by scholarships...more " fully carried out; and also that the same system may be adopted with " regard to schools of a lower description, and that the best pupils of the " inferior schools shall be provided for by means of scholarships in " schools of a higher order, so that superior talent in every class may " receive that encouragement and development which it deserves. We " think it desirable that this system of scholarships should be carried " out not only in connection with those places of education which are " under the immediate superintendence of the State, but *in all educational* " *institutions* which will now be brought under our general system."

Para. 63.

In his Despatch of 7th April 1859, the Secretary of State, Lord Stanley, declared in para. 12 :—" It was provided by the scheme of 1854, that " below the Colleges there should be classes of schools in regular grada- " tion which should be placed in connection with the Colleges *and with* " *each other* by means of scholarships to be held in the superior insti- " tutions by pupils gaining them at the schools immediately below " them."

Lord Stanley's Despatch dated 7th April 1859, para. 12.

In Bengal a system of scholarships for vernacular schools in each district at a cost of Rs. 800 per mensem, was approved as " a commence- ment" in 1856. In 1867, there were 450 vernacular scholarships, costing Government Rs. 28,000 annually.

Education letter dated 1st May, No. 20, 1856 Selections Home Dept. No. LXXVI. Page 51, 52, VIII.

As regards Oudh, (I quote from the report of 1868-69,)

Letter from Rev. J. Long to Sir J. Lawrence G. C. B. K. S. I. Governor General of India, dated Simla 24th August 1867.

" In March 1866, the Imperial Government sanctioned Rs. 390 " per mensem for scholarships. This money is allotted after the annual " examination, in stipends varying from Rs. 4 to Rs. 6 per mensem, to " pupils who stand highest on the list. The objects are (1) to encourage " the most promising pupils in the zillah and other superior schools " to continue their studies till they pass the University Entrance Exam- " ination, and (2) to enable the best pupils of the inferior schools to " remove to a superior institution: a large proportion of the whole " sum is absorbed by boys who have been removed from one school to " another. No Budget provision has yet been made for scholarships to " pupils who have passed the entrance examination and wish to continue " their studies at Canning College; but when the results of the last exam- " ination became known, the Chief Commissioner sanctioned the " expenditure of Rs. 155 per mensem from general savings on scholar- " ships for the most deserving of the successful candidates."

Increase asked for.
Rs. Months. Rs.
390 × 12 = 4680
155 × 12 = 1860
Total, 6540

Not enough.

115. I may here observe that sanction for the amount from the regular budget of 1870-71 has been applied for, and that, with it, the annual amount spent on Oudh scholarships will be 6,540 Rupees.

The grant per mensen to each district will thus average but 45-6-8 per district and 0-12-2 per school.

Scholarships awarded in 1869-70.

116. The number and aggregate value of the several scholarships at the year's close was as follows :—

Name of Institution.	Number of scholarship holders.	Aggregate monthly value of scholarships.		
		Rs.	A.	P.
Canning College, Lucknow, ...	21	*186	0	0
Fyzabad zillah school, ...	17	59	8	0
Gondah zillah school, ...	1	3	0	0
Roy Bareilly zillah school, ...	10	33	8	0
Sultanpoor zillah school, ...	4	14	8	0
Hurdui zillah school, ...	19	66	8	0
Barabunkee zillah school, ...	7	24	8	0
Kheree zillah school, ...	5	18	0	0
Seetapoor zillah school, ...	5	19	0	0
Oonao zillah school, ...	13	46	0	0
Model school, Lucknow, ...	2	8	0	0
Malihabad Vernacular Tahsílí school, ...	7	26	0	0
Amethí do., do., ...	1	4	0	0
Wazírganj Church Mission school, ...	1	4	0	0
Hoseinabad American Mission school, ...	1	3	0	0
Total, ...	114	415	8	0

* This includes Rs. 20 from Gondah scholarship fund.

Details given in appendix I.

I have also given in an appendix the detailed list of scholarships awarded at the general examination of 1869. The remarks show compendiously the conditions on which the scholarships are held. That these conditions are often misunderstood has been already noticed.

Government Assistance might advantageously take the form of boarding houses.

116A. The system of scholarships is incomplete without its complement of boarding houses. That there is room for a large extension of the system is clear. Towards it, the construction of boarding houses from imperial funds would be a contribution of direct and permanent value. How much may be done by private beneficence is shown by the fact that a gift of Rs. 50 per annum will enable a deserving scholar to educate himself.

VII.—Employment of students in the public service.

Employment of students in the public service.

117. The introduction of a compulsory educational test as a qualification for public employment was in 1865 considered by the Secretary

of State to be unnecessary, and district officers are left "untrammelled "in the exercise of their discretion in selecting their subordinates." The effects of competition rather than a protective duty in favour of students should be healthy. It is open for consideration whether book-keeping and other practical instruction might not with advantage be added to the Canning College course.

118. The Chief Commissioner's Circular* directing that lists of pupils who have passed the highest class examinations should be kept up, with a view to assisting officers in their selection of suitable subordinates, though issued after the close of the year under review, may be appropriately noticed. It is already bearing fruit, and two young men have been sent from the Canning College in answer to applications from District and Settlement Officers.

* Chief Commissioner's Circular No. 44, dated 28th April 1870.

VIII.—English Language in Indian Education.

English Language. Number of students.

119. The following table shows that English learners are still on the increase. They have more than doubled in the last six years. The list will however dispel any apprehension that too much is devoted to this branch of learning :—

Years.	Number of pupils learning English at the end of the year.
1864-65	2171
1865-66	2759
1866-67	3577
1867-68	3854
1868-69	4221
1869-70	4344

As a medium of general instruction, the use of the English language need not be discussed. This part of the question was disposed of in paras. 11 to 14 of the Despatch of 1854. Its use in Indian education is at present simply this. It is the *only* language in which a high order of education can be conveyed. The time may come when our philosophy, our science, and our chivalry will be brought home to the people on their mother tongues. Earnest and well directed efforts may even now do much. But for years the direct means of progress will be the English language; and advanced thinkers they by whom it has been mastered.

As a medium of *general* instruction need not be discussed.
Despatch of 1854 paras. 11-14.
At present the only medium of higher teaching.

The acquisition of English, and the revival of Sanskrit learning would seem to be the two lines along which Hindú civilisation is likely to advance. Already the two great streams of Aryan thought, so long divided, give signs of reunion.

With Sanskrit, the main element of Hindú progress.

To foster Hindí in the masses, and to encourage Sanskrit and English in the few, would therefore be to fall in with the march of events, and to make use of forces but partly under our control.

With this end in view we should concentrate on a few chosen schools our means of teaching English thoroughly and well. Sound, but rudimentary English should be forthcoming in as many feeders as we can afford. Scholarships, with their full complement of boarding-houses, should

Practical conclusion.

be sown broad-cast over the province; and Hindú liberality should be tempted into founding Sanskrit teacherships and exhibitions, in a series from our village schools right up to the Canning College.

Mahomedans, reasons of our failure to attract them to our schools.

As regards Mahomedans it may be feared that we have not done enough to meet them half away. Their objections from a social point of view have been already noticed. The following are not less real. Their men of influence hold aloof from our schools, where the only means of getting at higher knowledge is English, and where the vernacular literature supplied is infinitely below the Arabic and Persian which they love. Whatever be the intrinsic merits of these languages, it is worth while to teach them as a means of enlisting the sympathies of the large body of Musulmáns on our side; and, though neither can hold out the rewards which Sanskrit seems to promise, their absolute neglect appears to be a political mistake. What European learning owes to the Moors of Granada, we may now in part repay.

Talukdárs might be freely encouarged to add Arabic or Persian teacherships and scholarships to our town and zillah schools; and we should welcome the result.

The grounds of sullen opposition to our system would be cut from beneath their feet; and the Háfiz and the Moulví would be replaced by men of wider sympathies and truer knowledge. The one example we should avoid is that of Russia, which denied the Polish language to her Polish schools.

IX.—The Book Department.

Books.

120. The usual statement is given below. The value of books sold has risen from Rs. 9,570 to Rs. 12,607, of which Rs. 6,496 were credited to imperial revenue and Rs. 6,110 to cess.

Articles.	Purchased during the year.		Supplied to schools gratis during the year.				Sales effected during the year.	
			For school use.		For prizes			
	Number.	Value.	Number.	Value.	Number.	Value.	Number.	Value.
Books. English, ...	6,814	3,921 7 8	45	433 4 0	180	197 1 6	9,286	4,087 1 9
Books. Vernacular,...	52,794	9,761 15 5	1,971	1,297 11 9	5.542	1,210 4 8	42,988	8,065 11 10
Maps. English, ...	2	14 0 0	1	9 0 0	...	...	4	33 0 0
Maps. Vernacular,...	320	880 6 0	26	49 0 0	21	6 7 0	144	105 9 6
Slates and Pencils, ...	9,649	1,284 10 7	...	...	...	...	3,120	315 15 4
Globes, ...	1	105 0 0	1	105 0 0	...	...	..	...
Total, ...	69,580	15,967 7 8	2,044	1,893 15 9	5,743	1,413 13 2	55,542	12,607 6 5
Imperial, ...	...	8,905 0 6	...	1,310 8 6	...	242 4 3	...	64,96 12 8
Cess, ...	...	7,062 7 2	...	583 7 3	...	1,171 8 11	...	6,110 9 9

Efforts of the department to meet wants of vernacular literature.

121. The want of vernacular literature is, as already noticed, severely felt. It is a want which time only can supply. That it should be felt is perhaps the most promising step towards its removal. The following lists show what has been done under the auspices of this Department.

New books published during the year:— Books published during the year.

1. *Tálim-úl-moobtadí.*—2nd reading book in Urdú, prepared under the direction of Mr. Thomson by his deputies.

2. *Múfid-úl-Inshá.*—An Urdú letter writer, prepared by Pandit Sheo Narayan and Munshí Amín-ud-dín, Deputy Inspector of Schools, Oonao.

3. Hindí translation of Mufidúl Inshá, an Urdú Letter Writer, by Pandit Sheo Narayan.

4. *Loghat-i-Fársi Mooeep-i-Urdú,* Persian roots and derivatives in Urdú, by Pandit Sheo Narayan.

5. *Amán-úl-loghat,* Arabic roots and derivatives in Urdú, by Moulví Amán-úl-Huq, 2nd Master, Model School, under the direction of Pandit Sheo Narayan.

6. *Bhúgole Burnun,* a Hindí translation of the 1st Geography, by Munshí Rám Parshád, Mathematical teacher, Normal School.

7. * *Shubd Prakáshká,* a Hindí Grammar, prepared by Bábu Seetul Parshád Gupt, Head Master, Zillah School, Oonao.

8. * *Resála-i-Ilm Moosullus,* Urdú translation of Snowball's Trigonometry by Bábu Seetul Parshad Gupt, Head Master, Zillah School, Oonao.

9. *Mushtahir-ul-Faiz,* a large treatise on mensuration in Urdú, by Munshí Gobind Parshád, Surveying Master, Normal School.

10. *Chhetra Prakásh,* Hindí translation of the same, by Munshí Gobind Parshád, Surveying Master, Normal School.

The following books have been revised during the year:— Books revised.

1. *Bhárut Khand* Hindí translation of *Wákiat Hind,* Indian history, revised by Pandit Kálí Charn, 2nd Master, Normal School.

2. *Bidiankoor,* a Hindí translation of *Hákaik-úl-Moujocdát,* by Pandit Kálí Charn, 2nd Master, Normal School.

3. *Moofeedul Moobtadí,* the 1st Urdú book, revised by Bábu Rám Chandra Sén.

4. *Burn Prakáshká,* Hindí 1st book, by Bábu Rám Chandra Sén.

5. Euclid first two books in Urdú, by Munshí Rám Parshád, Mathematical Master, Normal School.

The books marked * are in the Press, the others are already in use.

The spread of vernacular newspapers is also a good sign. Newspapers.

The *Akhbár* has proved a success. The *Risálah* of the Jalsah holds its own.

Libraries.

122. The vernacular district libraries, collected at Sadr stations for the use of village school masters are reported by Deputy Inspectors as working well. The infant public library in the custody of the Lucknow Reform Club has received many additions, and is of real public use. It may be hoped that it will be encouraged by a grant from Government. It already contains a nucleus of 1,262 volumes, but its means are limited.

Lucknow Reform Club. Seetapoor ditto.

123. The Jalsah itself is in full swing. A similar institution has been set on foot at Seetapoor.

As signs of intellectual activity, and as means of ventilating native thought, these clubs are not without their value. Their spread must give a direct and immediate stimulus to vernacular education.

X.—Notice of Officers.

Notice of officers.

124. I can only express to a large and deserving body of officers my acknowledgments for the pleasure afforded by their reports.

Of their work I have had no other opportunity of judging, and praise on my part would be of little value, and out of place.

Senior Inspector.

The Government of India have specially acknowledged the merits of the Senior Inspector, Mr. Thomson; whose energy, skill, and close supervision has been so often brought to notice.

Junior Inspector.

125. Of the Junior Inspector, Munshí Durga Parshád now on leave, his report gives a favourable impression.

126. Bábu Rám Chandra Sén, at present acting as Junior Inspector, has won high praise as Head Master of the Normal School.

Zillah School Masters.

127. Among the many noticed in the pages of the report, particular mention should be made of Mr. Anderson of Fyzabad, Mr. Walsh of Roy Bareilly, Bábu Rám Chandra Bosu of Seetapoor, and Mr. Daniell transferred from Gondah to Barabunkee.

Mahomed Ibráhim of Malihabad.

128. Mahomed Ibráhim of Malihabád I would commend to the special notice of the Chief Commissioner.

Deputy Inspectors.

129. Of the Deputy Inspectors, Bábu Keshab Chandra Déb of Seetapoor, Munshí Mahomed Hosén of Pertabgurh, and Munshí Hunomán Parshád of Barabunkee, seem to deserve mention. Pandit Sheo Naráyan whether as Deputy Inspector, as Head Master of the Normal School, or as Editor of the Akhbár, maintains his character of intelligence, activity, and attention to his duties.

130. Bábu Gujráj Singh, head clerk of the Director's Office is a hard working and most intelligent man, from whom I have received great assistance.

The late Director, Mr. Handford.

131. Of the late Director, I need not speak. Each school in Oudh bears witness to the affectionate and zealous care with which he fostered the rise of education in the province. He sowed the seed, and lived to see it ripening for harvest. We have lost a man whose memory we honour, a worker whom it will be hard to replace.

132. In conclusion, I must apologise for some redundancies, and many omissions. These pages have been written piece-meal, in the intervals of work, and I have not yet had an opportunity of seeing them as a whole.

I have the honour to be,

Sir,

Your most obedient servant,

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

No. 3361.

FROM

CAPTAIN A. MURRAY,

Offg. Junior Secy. to the Chief Commissioner, Oudh.

To

H. B. HARINGTON, ESQUIRE, M. A.,

Offg. Director of Public Instruction, Oudh.

Dated Lucknow, the 8th July 1870.

SIR,

In acknowledging the receipt of the Annual Report on Education, I am directed to express the thanks of the Chief Commissioner for the readiness and ability with which you have compiled it, with much additional labour to yourself, in consequence of the lamented death of the Director, Mr. Handford. I am also instructed to convey the following remarks.

Para 4. Inspection.

2. Although no increase to the number of Deputy Inspectors of schools was made, 2977 were thoroughly inspected against 2411 last year. This is satisfactory.

Para. 6. Visits by district officers.

3. So also is the continued interest taken in the schools by the District Officers.

Para 7. School Committees.

4. The Chief Commissioner notices with approval the support given to the cause of education by the ta'lukdárs, Mahomed Ahmed Khán and Mahomed Asim Khán of Malihabad, and by Rája Tajammal Hosein of Batwamow. Explanation will be sought for from the Commissioners of Roy Bareilly and Seetapoor as to the cause of the Sultanpoor and Kheree committees not having met during the year.

Para. 9. Municipal expenditure.

5. Copy of your remarks on the contributions of municipalities to the Educational Funds will be sent to the Commissioners of Lucknow and Fyzabad for report. The question is primarily a fiscal one.

Para. 11. Details of Cess.

6. The income from the agricultural cess rose from Rs. 95,511 to Rs. 1,09,535; the expenditure from Rs. 1,04,232 to Rs. 1,18,955. Rs. 25,758 were spent on buildings. The Chief Commissioner trusts that the school houses erected are of a substantial kind.

Paras. 12 and 13. Subscriptions.

7. Exclusive of Rs. 25,794 subscribed towards the Canning College and a few other schools, the native gentry contributed Rs. 47,854 against Rs. 44,193 last year. As the subscribers for the most part pay the cess also, the sums voluntarily added are evidence of a very enlightened liberality. Applications for the continuance of subscriptions hitherto paid by the proprietors of estates taken over by the Court of Wards should always be made in the proper quarter.

8. Fees, now amounting to nearly 11 per cent on the total expenditure, rose from Rs. 21,569 to Rs. 24,429. The increase is encouraging though the figure is still small.

Para 14. Fees.

9. The number of institutions increased from 642 to 717; of pupils from 30,683 to 34,303; the average attendance from 22,551 to 26,603; the cost per pupil decreased from Rs. 14-10-0 to Rs. 13-3-0, of which only Rs. 6-12-0 was chargeable against funds provided by Government. Although in view of what remains to be done the result may be insignificant, it is still satisfactory to be assured that "in four years the school "going population has been more than doubled." The increased attendance of the sons of ta'lukdárs, zemíndárs, and cultivators, is more particularly encouraging. The preference said to be shewn by wealthy mahájans for the indigenous schools if continued will merit attention.

Paras. 15, 16, 27 General statistics.

10. Out of 32 candidates for University Entrance Examination 20 passed, *viz.*, 5 in the first, 9 in the second, and 6 in the third division. And of 3 candidates from the Canning College for the first Arts Examination two passed, one being in the first division. The Chief Commissioner concurs in thinking that the Canning College in any comparison of Government and private schools cannot fairly be included amongst the latter.

Paras. 18, 20. University examinat ions

11. The Government vernacular town schools increased from 20 to 27; village schools from 483 to 544; female schools from 32 to 38; the average daily attendance from 18,897 to 22,551. It is satisfactory that whilst the expenditure from imperial increased only by Rs. 3,731, that from local funds increased by Rs. 15,177.

Paras. 21, 22, 23 Government Schools.

12. The increase in the total amount of fees from Rs. 12,350 to Rs. 14,866 is satisfactory; and the reasons given by you for this increase being proportionately greater for village than for town schools, are conclusive.

Paras. 24, 25. Fees in Government Schools

13. The average daily attendance at zillah schools increased by 101. The fees by 1,182. The expenditure by Rs. 5,745. Of the total expenditure Rs. 53,489 out of Rs. 63,342 is paid from imperial funds and only Rs. 293, from the cess. The Chief Commissioner concurs with you in thinking that considering the utility of these schools to the agricultural class, this is too little. The Chief Commissioner also concurs in the opinion of the late Director, that under existing circumstances the course of study in these schools must be in a great measure elementary.

Para. 26. Zillah Schools.

Paras 26-29

14. The evidence of an improvement in the quality of the education, derivable from the increase of pupils in the higher classes, is encouraging. But the decline of the numbers in the lowest class from 754 in 1867-68 to 686 in 1869-70, raises a doubt as to the concurrent demands for rudimentary instruction being sufficiently met by these schools.

Para. 30. Progress in Zillah Schools.

15. Mr. Davies has perused with interest the detailed remarks of Mr. Thomson and of Inspector Múnshi Durgáh Parshád on the several Zillah schools. The progress in the Fyzabad, Seetapoor, Roy Bareilly and Gondah schools is conspicuous.

Paras. 32, 33, 34. Detailed remarks on Zillah Schools.

Para. 35.
Boarding houses.

16. Any unnecessary delay in the construction of boarding houses, the cost of which has been duly sanctioned, should be brought to the notice of the Chief Commissioner in the Department of Public Works.

Paras. 36-41.
Anglo-Vernacular Schools.

17. Anglo-Vernacular schools were by the abolition of that at Salone reduced to 18 in number, and the average attendance fell from 1,775 to 1,965. The Chief Commissioner concurs in your views as to the advantages of gradually concentrating instruction in English literature in the Zillah schools, and also as regards the claim of these Anglo-Vernacular schools on the agricultural cess. Mr. Davies observes with satisfaction your opinion that the reports of the masters are honestly recorded. It is his desire that these teachers of youth, representing a new vocation in this country, should be treated *ex-officio* with judicious consideration by the officers of the administration.

Para. 42.
Buildings.

18. Mr. Davies does not understand the remarks of the Officiating Comissioner of Fyzabad. The only interpretation he can put upon them is so grossly offensive to the Executive Engineer, that the Chief Commissioner cannot adopt it without further explanation from the Officiating Commissioner.

Paras. 43, 44, 45.
Vernacular Town Schools.

19. Vernacular town schools increased from 20 to 27, and the average attendance from 1,632 to 1,911. The small pay of the masters and the absence of vernacular translations or adaptation of standard European works necessarily cramp the usefulness of these institutions. The list you have given of schools available to the population of the so called towns, a population in great part living by agriculture, exhibits the work of the late Director in the most creditable light.

Para. 46.
Details.

20. The detailed remarks on these schools are highly interesting. The support given to education in their own neighbourhood by Rája Káshí Parshád and Badríparshád Misr has not escaped Mr. Davies' notice.

Paras. 50-51.
Village Schools.

21. Village schools increased from 483 to 542, and the average daily attendance from 12,910 to 16,135. The expenditure in the year amounted to Rs. 60,963, and the average cost per pupil increased to Rs. 3-0-3. An educational map such as you propose showing the location of schools with particulars of population will much aid in determining where new schools are most wanted. The redistribution of districts has vitiated the returns made in your report.

Para. 52.
Remarks of Departmental Officers.

22. Mr. Thomson's observations on these schools, as well as on the circumstances affecting them during the year, evince much penetration, and a familiar acquaintance with the rustic society he has to deal with. Coming from this gentleman the following conclusion is worth quotation. "I consider the scheme of studies well adapted to the "circumstances of the people. A boy entering school at six years of "age will finish the course thoroughly by the time he is ten or eleven, "and he will then be very well qualified, as far as school learning goes, "to manage his business whether as farmer, merchant, or clerk. Indeed "many people find the 'second class' subjects enough for their boys. "A boy who has finished the village school course has also laid "a sound foundation for either a higher vernacular or an English educa-

" tion. By revising school books and preparing better ones and by the " increasing skill of our teachers, valuable improvements will I believe " be made. But they will only lie in details. The grand outlines of " our scheme are as good as they can be made for some time to come." It is also satisfactory that Mr. Thomson is already able to say that " a " village school education can be had in every part of the Pertabgurh " district", one of the most populous in the province. The Chief Commissioner has some doubt of the expediency of excluding *Kythee* from the subjects taught. The reluctance of the banyas to keep their children at school requires to be conciliated. Inspector Durgah Parshád also speaks in his reports of " the antipathy shown by the industrial and " lower classes of people to the education placed within their reach."

23. Schools for girls now number 38 with 879 pupils. Your report gives many facts of interest, and whilst the Chief Commissioner thinks it desirable to proceed with the utmost caution, he still considers that the late Mr. Handford's proposals were not premature, and he has accordingly repeatedly recommended them for the sanction of the Government of India.

Paras. 58, 59. Government Female Schools.

24. At the Male Normal School 131 students passed the lower examination and were sent out as village school masters on salaries varying from Rs. 6 to 10. Mr. Davies had an opportunity of judging of the acquirements of these men and he wished he could see any chance of the village Patwáris at any future time attaining to similar proficiency. Twenty-eight students passed the Middle Examination, and eighteen obtained situations as teachers on an average salary of Rs. 15-6.

Male Normal School.

25. The Female Normal School had apparently 17 pupils, the cost of each to Government being Rs. 81-0-11. The Chief Commissioner concurs in the opinion that it would not be a wise measure to send out the qualified pupils to teach until an Inspectress shall be sanctioned.

Para. 69. Female Normal School.

26. The number of private schools under Government inspection increased from 72 to 77, the average daily attendance from 3654 to 4052, the Government grants-in-aid from Rs. 52,286 to 53,459, other expenditure from Rs. 53,422 to Rs. 60,352.

Para. 71. Inspected Private schools.

27. The number of pupils at the Canning College increased from 666 to 705. The percentage of daily attendance was 86. The result of the University Examination has been noted above. This important institution is in a satisfactory state.

Para. 75. Canning College.

28. The Chief Commissioner is glad to receive Mr. Thomson's testimony to the improved condition of the Bulrampúr school.

Para. 78. Bulrampúr School.

29. In the pupils attending the 24 middle class private schools, the Chief Commissioner regrets to observe a decrease from 2231 to 2179. But there is a considerable increase in the Church Mission School students, as well as in those attending the Mahmudábad and Neotiní schools.

Para. 79. Middle class private schools.

30. The eight schools jointly supported by subscriptions and grants-in-aid appear to be imperfectly developed and to require increased attention.

Para. 87. Subscription aided schools.

Para 94.
Lucknow Evening school.

31. The Lucknow Evening school has fallen off in attendance, but it bears witness to a strong desire for self-improvement on the part of its adult pupils.

Para. 95.
Bhinga school.

32. The town of Bhinga is indebted to the Rája for the new school house built at his expense. The Chief Commissioner would be glad to see his example followed by other Ta'lukdárs.

Para. 96
Lower class private schools.

33. The attendance in lower class private schools has risen from 1471 to 1765, more frequent inspection will improve them.

Para. 107.
Private female schools.

34. The account of the private female schools shows that whilst the number of pupils has increased, some good schools have been closed for various reasons. La Martiniere Girls' school, Lucknow, has considerably improved under Mrs. Marshall's superintendence.

Para. 113.
Education for larger villages.

35. Mr. Browning's attention should be given to the remarks in this para. which appear to the Chief Commissioner to be well founded.

Para. 114.
Need of more scholarships.

36. Mr. Davies will be ready to aid in increasing the number of scholarships on due cause being shewn.

Para. 119.
Learners of English.

37. The number of pupils learning English has increased from 4221 to 4344.

Para 122.
Lucknow Public Library.

38. The Chief Commissioner is glad to learn that the public library in the custody of the Julsah Tahzib at Lucknow already contains 1262 volumes. As education becomes diffused and men set about that second self education proverbially necessary, the want of such libraries will be more felt. The Chief Commissioner thinks there is a good deal of truth in Carlyle's saying that "the true university of these days is a collec-"tion of books." Nor need small beginnings be despised when it is remembered that few of the great European libraries existed a century ago.

39. The Chief Commissioner cannot find words to express his sense of the loss the department has sustained in Mr. Handford's premature death. No testimony to the value of his official labours during the last five years could do so much honor to his memory as the simple record of the progress of education under his direction.

30. Mr. Davies has been much struck by the ability and thoroughness of Mr. Thomson's reports, and he has a high opinion of his qualifications as an Inspector. To him and the other gentlemen mentioned by you, the Chief Commissioner's best thanks are offered.

I have the honour to be,

Sir,

Your most obedient servant,

A. MURRAY,

Offg. Jr. Secy. to the Chief Commr., Oudh.

APPENDIX A.

APPENDIX A.

TABLE II.—Government Schools of the higher class (superior zillah schools) in the Province of Oudh, for the year 1869-70.

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance during the year.	Average number of pupils on rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	Receipts.								Charges.			Excess of receipts over charges.	Excess charges over receipts.	Annual cost of educating each pupil.	
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of endowment.	Local rate of assessment	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
																Rs. A. P.			Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
Fyzabad School.	Fyzabad.	1st Octr. 1860.	322	147	6	475	396	444	341	475	229	191	16	24	2 annas to Rs. 6	11413 0 0	...	...	576 5 9	1258 0 0	...	...	13247 5 9	13192 5 9	55 0 0	13247 5 9	...	...	29 13 4	25 11 3
Oonao School.	Oonao.	1st March 1861.	155	29	2	186	129	157	125	168	18	91	...	...	2 annas to Rs. 4	4707 1 0	...	...	466 8 0	504 6 0	...	...	5677 15 0	5554 3 0	123 12 0	5677 15 0	...	...	36 2 7	29 15 8
Total ...	Two schools.	...	477	176	8	661	525	601	466	643	247	282	16	24	2 annas to Rs. 6	16120 1 0	...	...	1042 13 9	1762 6 0	...	...	18925 4 9	18746 8 9	178 12 0	18925 4 9	...	...	31 7 10	26 13 1

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.
Offg. Director of Public Instruction, Oudh.

APPENDIX

TABLE II A.—Government schools of the middle class (inferior zillah

Province of Oudh

	Locality. Zillah.	Tahseel.	When established.	Number of pupils on the rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year. English.	Urdu.	Hindee.	Persian.	Sanskrit.	Arabic.	Monthly rate of schooling fee.	From Government.
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
																	Rs. A.
Inferior Zillah Schools.	Gondah School,	...	August 1859, ...	210	94	4	308	240	266	158	286	120	163	...	...	2 annas to Rs. 3	3882 11
	Roy Bareilly, do.,	...	December 1867,	175	69	5	249	216	268	157	242	101	106	...	...	Ditto,	5608 13
	Sultanpoor, do.,	...	1861,	141	51	...	192	145	167	149	178	46	68	...	...	Ditto,	4063 9
	Pertabgurh, do.,	...	12th March 1860,	100	42	...	142	129	165	106	142	118	45	...	...	2 annas to Rs. 5	2965 14
	Hurdui, do., ...	...	14th July 1862,	108	26	...	134	107	126	112	134	22	...	...	...	Ditto,	4088 12
	Seetapoor, do.,	...	18th Octr. 1859,	144	68	1	213	176	199	131	183	86	150	12	22	2 annas to Rs. 3	4615 2
	Kheree, do.,...	...	1st May 1861, ...	121	38	...	159	134	163	96	157	28	46	...	...	2 annas to Rs. 5	3917 11
	Barabunkee, do.,	...	1st March 1861,	148	42	2	192	163	190	104	149	60	54	...	...	Ditto,	3629 15
	Baraich, do., ...	...	April 1868, ...	107	31	2	140	97	121	101	140	105	35	...	...	Ditto,	4596 9
	Total, ...	9 Schools,	...	1254	461	14	1729	1407	1665	1114	1611	686	667	12	22	2 annas to Rs. 5	37369 2

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

A.

chools; Anglo-Vernacular town and Vernacular town schools) in the
for the year 1869-70.

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
...dowment.	Local rate of assessment.	Subscriptions, donations, &c	Fees, Fines, &c.	Sale of books	Other sources.	Total	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P
...	...	490 13 5	666 5 9	...	...	5039 14 6	4907 14 6	132 0 0	5039 14 6	...	...	18 15 1	14 9 6
..	...	428 0 6	735 6 0	...	...	6772 3 6	6706 9 0	65 10 6	6772 3 6	...	...	25 4 3	20 14 10
	...	...	518 6 0	...	...	4581 15 1	4491 15 1	90 0 0	4581 15 1	...	...	27 6 11	24 5 3
	...	120 0 0	550 11 0	...	...	3635 9 4	3621 9 4	15 0 0	3636 9 4	...	...	22 0 7	17 15 7
.	...	...	429 8 0	...	...	4518 4 5	4462 12 5	55 8 0	4518 4 5	...	...	35 13 8	32 7 2
.	117 6 0	300 0 0	730 2 0	...	...	5762 10 4	5762 10 4	...	5762 10 4	...	...	28 15 3	23 3 6
	...	156 0 0	317 0 0	...	...	4390 11 3	4179 11 3	211 0 0	4390 11 3	...	...	26 14 11	24 0 6
	176 0.0	178 0 0	480 1 0	...	...	4464 0 0	4432 0 0	32 0 0	4464 0 0	...	...	23 7 10	19 1 8
	...	...	654 7 0	...	...	5251 0 8	4951 0 8	300 0 0	5251 0 8	...	...	43 6 4	37 15 3
	293 6 0	1672 13 11	5081 14 9	...	...	44417 5 1	43516 2 7	901 2 6	44417 5 1	...	...	26 10 9	22 7 1

																	Rs	
Anglo-Vernacular Town Schools.	Fyzabad, ...	Akberpúr,	1st June 1864,	61	15	...	76	63	81	63	73	58	28	...	...	1 anna to 4 ans.	1352	0
	Do., ...	Tándah, ...	7th March 1860,	121	11	...	132	117	150	71	100	120	23	...	...	1 anna to Rs. 2	1026	0
	Gondah, ...	Utroula, ...	1st May 1864,...	49	42	...	91	78	95	59	91	...	19	...	...	1 anna to Re. 1	1163	11
	Do., ...	Nawábganj,	13th Octr. 1865,	97	9	...	106	70	109	34	60	98	10	4	...	1 anna to 4 ans.	384	8
	Do., ...	Colonelganj,	June 1864, ...	81	25	...	106	81	95	59	88	106	6	...	...	Ditto,	760	14
	Barabunkee, ...	Durriabad,	26th April 1861,	61	27	...	88	84	104	50	67	60	34	...	...	1 anna to Rs. 2	1384	3
	Do., ...	Radouli, ...	1861, ...	29	36	...	65	71	81	44	65	...	25	...	...	1 anna to 4 ans.	827	1
	Do., ...	Rámnaggar,	1st April 1861,	55	10	...	65	53	65	30	65	15	8	...	...	1 anna to 8 ans.	674	4
	Do., ...	Hydergarh,	1st April 1864,	57	3	...	60	40	64	44	51	28	18	...	...	1 anna to 4 ans.	1123	0
	Oonao, ...	Púrwah, ...	May 1862, ...	128	13	...	141	117	158	53	91	50	28	...	...	1 anna to Rs. 2	1503	8
	Roy Bareilly, ...	Inhonah, ...	Not known, ...	48	12	...	60	62	76	49	51	21	10	4	...	1 anna to 4 ans.	960	0
	Do., ...	Jais, ...	13th Jany. 1860,	29	58	...	87	76	91	61	87	...	24	...	...	1 anna to 8 ans.	1380	0
	Seetapoor, ...	Biswah, ...	15th Feby. 1862,	112	16	...	128	113	135	79	122	84	34	...	...	1 anna to Rs. 2	1440	0
	Hurdui, ...	Shahabad,	1st Oct. 1860,...	106	55	...	161	149	175	80	161	14	26	...	...	1 anna to Re. 1	2176	6
	Do., ...	Bilgram, ...	15th Oct. 1860,	67	76	...	143	128	151	61	143	...	33	...	...	1 anna to Rs. 2	1343	1
	Do., ...	Súndílah,...	February 1862,	79	84	...	163	138	158	92	163	...	76	...	...	1 anna to 8 ans.	1141	6
	Kheree, ...	Golah, ...	1st Jany. 1862,	47	7	...	54	53	59	32	54	46	16	...	...	1 anna to Re. 1	474	0
	Do., ...	Mohumdí,	1st Jany. 1861,	74	40	...	114	106	118	75	114	101	31	...	...	1 anna to Rs. 2	1274	14
	Total, ...	18 Schools,	...	1301	539	...	1840	1599	1965	1036	1647	801	449	8	...	1 anna to Rs. 2	20388	14

	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
..	...	...	30 3 0	...	...	1382 3 0	1382 3 0	...	1382 3 0	...	...	17 1 0	16 11 0
..	...	480 0 0	150 10 0	...	...	1656 10 0	1656 10 0	...	1656 10 0	...	...	11 0 8	6 13 5
.	...	42 0 0	141 2 6	...	...	1346 14 4	1346 14 4	...	1346 14 4	...	...	14 2 10	12 3 11
.	...	660 0 0	93 2 6	...	...	1137 10 6	1137 10 6	...	1137 10 6	...	...	10 6 11	3 8 5
.	...	...	68 5 0	...	...	829 3 5	829 3 5	...	829 3 5	...	...	8 11 6	8 0 1
.	96 0 0	33 0 0	125 9 0	...	...	1638 12 0	1638 12 0	...	1638 12 0	...	...	15 12 1	13 4 11
.	54 0 0	300 0 0	59 14 6	...	...	1241 0 0	1222 14 6	18 1 6	1241 0 0	...	...	15 5 1	10 3 4
.	...	240 0 0	56 3 6	...	...	970 7 6	920 3 6	50 4 0	970 7 6	...	...	14 11 2	10 5 11
.	...	12 0 0	81 15 6	...	...	1216 15 6	1157 15 6	59 0 0	1216 15 6	...	...	19 0 2	17 8 9
.	120 0 0	150 0 0	130 13 0	...	...	1904 5 0	1904 5 0	...	1904 5 0	...	...	12 0 10	9 8 3
.	...	100 0 0	45 12 0	...	...	1105 12 0	1099 12 0	6 0 0	1105 12 0	...	...	14 8 9	12 10 1
.	...	...	77 11 0	...	...	1457 11 0	1457 11 0	...	1457 11 0	...	...	16 0 3	15 2 7
.	134 0 0	...	149 13 6	...	...	1723 13 6	1673 13 6	50 0 0	1723 13 6	...	...	12 12 4	10 10 8
.	...	50 0 0	210 6 9	...	...	2436 12 10	2436 12 10	...	2436 12 10	...	...	13 14 2	12 6 11
.	165 0 0	583 5 10	184 10 6	...	...	2276 1 10	2249 1 10	27 0 0	2276 1 10	...	...	15 1 2	8 14 3
.	132 0 0	541 4 7	153 9 0	...	...	1968 3 7	1968 3 7	...	1968 3 7	...	...	12 7 3	7 3 6
	...	558 0 0	46 2 6	...	...	1078 2 6	1058 2 6	20 0 0	1078 2 6	...	...	18 4 4	8 0 6
	...	24 0 0	139 2 3	...	...	1438 0 8	1438 0 8	...	1438 0 8	...	...	12 2 11	10 11 4
	701 0 0	3773 10 5	1945 2 0	...	...	26808 11 2	26578 5 8	230 5 6	26808 11 2	...	...	13 10 3	10 5 11

																		Rs. A.
Vernacular Town Schools.	Baraich, ...	Nánpárah,	15th April 1864,	47	27	...	74	55	75	...	74	74	8	...	1	1 anna to 8 ans.	713 9
	Fyzabad, ...	Nagpúr Jelalpúr.	1st July 1864,	36	51	...	87	71	85	...	62	33	16	...	...	1 anna to 2 ans.	480 0
	Oonao, ...	Chumrouli,	1st March 1861,	136	5	...	141	109	143	...	89	96	24	3	...	1 anna to 8 ans.	531 12
	Do., ...	Suffipúr, ...	1861. ...	90	45	...	135	89	133	...	117	18	49	...	...	1 anna to 4 ans.	798 8
	Do., ...	Behár, ...	1st Aug. 1864,	110	...	...	110	84	101	...	110	110	30	...	...	1 anna to 8 ans.	564 0
	Do., ...	Bhagwantnagar.	Ditto, ...	78	4	...	82	60	81	...	65	17	12	...	...	1 anna to 2 ans.	72 11
	Roy Bareilly, ...	Salone, ...	1st Oct. 1864,	7	24	...	31	25	39	...	31	10	25	...	...	Not known.	520 0
	Sultanpoor, ...	Jugdíspúr,	8th Jany. 1865,	27	19	...	46	41	54	...	42	10	20	...	...	1 anna to 8 ans.	491 0
	Pertabgurh, ...	Puttí, ...	15th Novr. 1864,	75	10	...	85	71	78	...	65	42	22	...	...	Ditto,	564 0
	Do., ...	Behár, ...	1st Jany. 1865,	43	22	...	65	52	69	...	62	31	28	...	...	1 anna to 4 ans.	444 0
	Seetapoor, ...	Misrikh, ...	1st Feby. 1862,	68	2	...	70	60	67	...	35	56	16	14	...	1 anna to 8 ans.	502 8
	Do., ...	Bárí, ...	22nd March 1862,	13	56	...	69	69	80	...	63	6	33	...	...	Ditto,	524 8
	Barabunkee, ...	Kúrsí, ...	1861, ...	20	87	...	107	96	113	...	107	...	107	...	...	1 anna to 2 ans.	496 0
	Lucknow, ...	Malihabad,	1st July 1864,	148	154	...	302	216	279	...	245	29	149	...	5	1 anna to 8 ans.	876 0
	Do., ...	Amethi, ...	1st Octr. 1864,	61	97	...	158	113	132	...	128	30	31	1	...	1 anna to 2 ans.	563 0
	Do., ...	Lucknow Model school.	15th July 1865,	53	63	...	116	73	107	...	105	...	100	...	...	Ditto,	364 0
	Do., ...	Mohunlalganj.	21st April 1869,	46	2	...	48	24	31	...	28	24	19	...	...	6 pies to 2 ans.	...
	Do., ...	Kakori, ...	1st Feby. 1867,	26	65	...	91	85	109	...	76	...	48	...	16	6 pies to 8 ans.	...
	Do., ...	Bijnour, ...	Ditto, ...	9	44	...	53	34	48	...	48	5	20	...	1	6 pies to 1 anna.	...
	Oonao, ...	Moradabad,	1st Sept. 1868,	87	3	...	90	94	110	...	47	90	22	...	...	6 pies to 2 ans.	150 0
	Do., ...	Moráwan,	Ditto, ...	121	19	...	140	94	112	...	20	121	5	...	...	Ditto,	128 0
	Do., ...	Bethúr, ...	Ditto, ...	99	3	...	102	67	92	...	37	46	19	...	...	6 pies to 8 ans.	120 0
	Do., ...	Bangarmow,	1st Sept. 1865,	53	12	...	65	56	64	...	25	40	...	...	...	6 pies to 1 anna.	146 0
	Do., ...	Mohán No. 1	1st April 1869,	16	13	...	29	21	26	...	29	...	29	...	...	Not known.	...
	Do., ...	Mohán No. 2	Ditto, ...	19	5	...	24	20	24	...	...	...	24	...	...	Ditto,	...
	Hurdui, ...	Báwan, ...	1st Sept. 1868,	77	7	...	84	79	109	...	30	54	9	...	...	3 pies to 1 anna.	140 0
	Pertabgurh, ..	Mánikpúr,	1869, ...	42	28	...	70	53	67	...	61	9	17	...	...	Ditto,	130 0
	Total, ...	27 Schools,	...	1607	867	...	2474	1911	2428	...	1801	951	882	18	23	3 pies to 8 ans.	9319 9
	Grand Total,	54 Schools,	...	4162	1867	14	6043	4917	6058	2150	5059	2438	1998	58	45	3 pies to Rs. 5.	67077 10

Lucknow:
Office of Director of P. I., Oudh,
The 17th June 1870.

A.

ıchools; Anglo-Vernacular town and Vernacular town schools) in the
for the year 1869-70.

	Receipts.						Charges.			Excess of receipts over charges	Excess of charges over receipts.	Annual cost of educating each pupil.	
Proceeds of endowment	Local rate of assessment	Subscriptions, donations, &c.	Fees, Fines, &c	Sale of books	Other sources.	Total	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P	Rs A P.	Rs. A P.	Rs. A. P.			Rs. A. P	Rs. A. P.
	..	...	49 0 0		...	762 9 1	529 0 0	233 9 1	762 9 1	..		10 2 6	9 8 2
..	...	...	51 15 6	...	...	531 15 6	531 15 6		531 15 6			6 4 1	5 10 4
...	...	..	47 11 0		...	579 7 6	563 11 0	15 12 6	579 7 6	..		4 0 10	3 11 6
.	..	...	38 2 6		...	836 10 6	826 2 6	10 8 0	836 10 6	...	..	6 4 7	6 0 0
...	...	...	59 15 6		...	623 15 6	623 15 6	...	623 15 6	...	...	6 2 10	5 9 4
..	...	...	3 8 0	...	.	76 3 5	76 3 5	..	76 3 5		..	0 15 0	0 14 4
...	..	..	4 7 8	...	...	524 7 8	524 7 8	...	524 7 8	.	...	13 7 2	13 5 4
...	...	..	30 0 0		...	521 0 0	488 0 0	33 0 0	521 0 0		...	9 10 4	9 1 5
	...	...	42 5 0	.	...	606 5 0	606 5 0	...	606 5 0	...		7 12 4	7 3 8
...	...	...	26 0 0	.	...	470 0 0	470 0 0	...	470 0 0		.	6 12 11	6 6 11
..	14 0 0	...	29 5 6		.	545 13 6	535 5 6	10 8 0	545 13 6	..		8 2 4	7 8 0
	...	...	46 11 0	..	...	571 3 0	560 11 0	10 8 0	571 3 0	..		7 2 2	6 8 10
.	9 0 0	100 0 0	44 6 0	..	...	649 6 0	633 6 0	16 0 0	649 6 0	..		5 11 11	4 6 2
	196 8 0	468 0 0	111 13 0	.	...	1652 5 0	1608 5 0	44 0 0	1652 5 0		...	5 14 9	3 2 2
.	252 0 0	...	32 7 0	.	..	817 7 10	847 7 10	...	847 7 10	...		6 6 8	4 4 2
	483 0 0	...	27 9 0	...	240 0 0	1114 9 0	1114 9 0	...	1114 9 0	..		10 6 5	3 6 5
.	138 8 0	124 13 3	9 2 0			272 7 3	272 7 3	..	272 7 3		...	8 13 3	...
..	273 11 6	...	14 12 6		.	288 8 0	288 8 0	...	288 8 0	..		2 10 4	...
.	167 10 3	..	11 13 9	...	...	179 8 0	179 8 0	...	179 8 0	...	...	3 11 10	...
.	120 0 0	129 8 0	47 14 0		..	447 6 0	447 6 0	...	447 6 0	.	...	4 1 0	1 5 9
	64 0 0	112 0 0	34 13 0	...	...	338 13 0	338 13 0	...	338 13 0	...	...	3 0 3	1 2 3
..	141 2 0	126 8 0	9 9 0		...	400 3 0	400 3 0	..	400 3 0	...		4 5 7	1 4 7
	120 0 0	130 0 0	28 6 6			424 6 6	424 6 6	...	424 6 6	...	...	6 10 1	2 4 6
	24 0 0	24 0 0	31 10 0		...	79 10 0	79 10 0	..	79 10 0			3 0 1	..
	24 0 0	24 0 0	40 6 0		..	88 6 0	88 6 0	...	88 6 0	...		3 10 11	...
	112 0 0	207 8 0	33 12 0	...	...	493 4 0	493 4 0	...	493 4 0			4 8 4	1 4 6
	...	130 0 0	5 1 0		.	265 1 0	265 1 0	..	265 1 0	...	..	3 15 3	1 15 0
	2142 7 9	1576 5 3	912 9 3	...	240 0 0	14190 15 3	13817 1 8	373 13 7	14190 15 3	.	..	5 13 6	3 13 4
	8136 13 9	7022 13 7	7939 10 0	.	240 0 0	85416 15 6	83911 0 11	1505 5 7	85416 15 6	...	.	14 1 7	11 1 1

H B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX

TABLE III.—Government Schools of the lower class (vil

Name of Institution.	District.	Number of Schools.	When established.	Number of pupils on the rolls at the end of the year				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
				Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanscrit.	Arabic.	
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
VILLAGE SCHOOLS.	Lucknow, ...	38	1867, 1868 & 1869	1629	399	...	2028	1417	1834	..	853	1118	259	...	...	3 pie to 4 annas
	Burabunkee, ..	66	1866, 1867, 1868 1869 & 1870	1829	791	...	2620	1819	2298	..	1585	892	635	...	...	3 pie to 8 anna
	Oonao, ...	65	1865, 1866, 1867 1868 & 1869	2618	249	..	2867	2508	3058	...	1336	1521	245	...	...	3 pie to 2 anna
	Seetapoor, ...	51	1867, 1868 1869 and 1870	1533	446	3	1982	1478	1771	.	921	1058	76	...	...	3 pie to 4 anna
	Hurdui, ...	66	1867, 1868 and 1869	2561	247	.	2808	2231	2642	..	768	2104	124	..	...	3 pie to 4 anna
	Kheree, ...	12	1867 and 1869	326	36	9	371	242	288	..	70	303	...	...	..	3 pie to 2 anna
	Fyzabad, ...	46	1866, 1867 1868 and 1870	1195	461	...	1656	1214	1509	...	812	849	162	..	.	6 pie to 2 ann
	Gondah, ...	1	1867 and 1868	24	7	...	31	23	37	...	31	...	1	..	..	Nil.
	Baraich, ...	31	1868 and 1869	870	178	...	1048	702	871	...	714	397	61	.	...	6 pie to 8 annas
	Roy Bareilly, ...	61	1866, 1867 and 1868,	1984	366	...	2350	1760	2269	10	1362	973	178	...	...	6 pie to 4 annas
	Sultanpoor, ...	52	1866, 1867 1868 and 1869	1606	312	...	1918	1332	1733	...	1141	851	153	...	...	6 pie to 2 annas
	Pertabgurh, ...	53	1866, 1867 1868,	1358	394	2	1754	1409	1900	..	926	857	173	7	...	...
	Total, ...	542	...	17533	3886	14	21433	16135	20210	10	10519	10923	2067	7	...	3 pie to 8 annas

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

A.

lage schools) in the Province of Oudh for the year 1869-70.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	
...	...	4767 6 9	...	378 5 6	..	...	5145 12 3	4572 1 9	573 10 6	5145 12 3	...	...	2 12 10	...
...	...	6440 8 7	...	648 5 9	...	...	7088 14 4	7041 2 4	47 12 0	7088 14 4	...	...	3 1 4	...
...	...	9149 11 8	...	498 2 2	...	...	9647 13 10	9093 8 7	554 5 3	9647 13 10	...	...	3 2 5	...
...	...	4215 11 5	...	653 15 10	...	...	4869 11 3	4869 11 3	...	4869 11 3	...	...	2 11 11	...
..	...	7596 0 9	...	651 15 0	...	...	8247 15 9	8247 15 9	...	8247 15 9	...	...	3 1 11	...
	...	509 6 1	...	39 3 9	...	...	548 9 10	548 9 10	...	548 9 10	...	...	1 14 6	...
	...	5030 9 10	...	451 11 9	...	...	5482 5 7	5434 5 7	48 0 0	5482 5 7	...	...	3 10 1	...
	...	92 15 6	...	...	...	...	92 15 6	92 15 6	...	92 15 6	...	...	2 8 2	...
...	...	1779 6 1	..	489 7 0	...	...	2268 13 1	2099 1 1	169 12 0	2268 13 1	...	...	2 9 8	...
...	...	6764 4 6	...	548 2 9	...	...	7312 7 3	6764 4 6	548 2 9	7312 7 3	...	...	3 3 6	...
...	...	4792 4 6	...	374 2 3	...	...	5166 6 9	5166 6 9	...	5166 6 9	...	...	2 15 8	...
...	...	4660 9 8	...	430 15 7	...	...	5091 9 3	4660 9 8	430 15 7	5091 9 3	...	...	2 10 10	...
...	...	55708 15 4	...	5164 7 4	...	...	60963 6 8	58590 12 7	2372 10 1	60963 6 8	...	...	3 0 3	...

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

TABLE III B. Government Jail Schools in

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Jail School, Lucknow,	Doorga Khera Lucknow,	23rd September 1867,	40	16	...	56	53	69	...	18	38	..	..	..	
Jail School, Sultanpoor,	Sultanpoor Jail,	1868,	11	1	...	12	10	12	..	..	12	..	...	..	
Total, ..	2 Schools,	...	51	17	...	68	63	81	..	18	50	...	...	...	Nil.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

A

the province of Oudh for the year 1869-70.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.,	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.		
..	...	..	...	..	..	379 8 0	379 8 0	360 0 0	19 8 0	379 8 0	...	..	5 7 8	..	
..	..	..	..	...	..	..	..	..	..	..	..	...	..	..	
..	..	..	..	..	..	379 8 0	379 8 0	360 0 0	19 8 0	379 8 0	...	..	4 10 11	..	

H. B. HARINGTON, M. A.

Offg. Director of Public Instruction, Oudh.

TABLE IV.—Private Colleges and Collegiate Institutions in the Province of

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
																Rs. A. P.
Canning College, Lucknow,...	Lucknow,	January 1866,	29	7	2	38	21	23	29	...	...	...	14	14	8 Ans. to 5 Rs.	7,631 11 9
Total, ...	...	...	29	7	2	38	21	23	29	...	...	...	14	14	8 Ans. to 5 Rs.	7,631 11 9

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

A.

Oudh, open to Government inspection for 1869-70. (Aided by Government).

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.			Rs. A. P.			Rs. A. P.	Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	
9303 0 3	...	...	99 0 0	...	...	17,033 12 0	17,033 12 0	...	17,033 12 0	...	...	740 9 6	331 13 0	
9303 0 3	...	...	99 0 0	...	...	17,033 12 0	17,033 12 0	...	17,033 12 0	...	...	740 9 6	331 13 0	

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

TABLE V.—Private Schools of the higher class in the Province of Oudh open

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Canning College School Department,	Ameenabad Lucknow city,	1st April 1861	348	122	36	506	426	483	506	459	...	..	82	32	8 ans. to Rs. 5.
Canning College Oriental Department, ...	Do., ...	Do., ...	50	111	...	161	129	162	...	20	23	40	22	71	1 an. to 2 ans.
Total, ...	1 School, ...	...	398	233	36	667	555	645	506	479	23	40	104	103	1 an. to Rs. 5.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870,

A.

to Government Inspection for the year 1869-70 (aided by Government.)

Receipts.								Charges.						Annual cost of educating each pupil.	
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.	Rs. A. P.		Rs. A P	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A P	Rs. A P	
16956 7 8	16374 5 11	...	343 0 0	3262 7 6	...	3989 0 0	40925 5 1	30934 9 6	1010 8 4	31945 1 10	8980 3 3	...	66 2 3	35 1 8	
2140 2 7	3081 14 5	...	...	57 15 0	...	...	5280 0 0	5280 0 0	....	5280 0 0	...	...	32 9 5	13 3 4	
19096 10 3	19456 4 4	...	343 0 0	3320 6 6	...	3989 0 0	46205 5 1	36214 9 6	1010 8 4	37225 1 10	8980 3 3	...	57 11 5	29 9 8	

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction Oudh.

TABLE VA.—Private Schools of the Middle Class in the Province of Oudh

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.		
			Hindús.	Mahomedans.	Others.	Total.			English	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
Ajoodhya School, ...	Ajoodhya. ...	1865	121	4	..	125	78	124	53	73	69	19	48	...	1 anna to 8 ans.	605 0 0	...
Zeidpore Do., ...	Zeidpore, ...	20th Dec. '64	23	36	...	59	49	63	30	59	...	59	...	..	1 anna to 4 ans.	480 0 0	..
Futtehpúr Do., ...	Futtehpúr, ...	1st Jan. '65	55	24	...	79	82	87	58	79	...	20	...	...	1 anna to 8 ans.	480 0 0	...
Mallawan Do., ...	Mallawan, ...	Ditto,	131	8	...	139	116	150	69	107	53	21	...	...	6 pie to 8 annas	420 0 0	...
Khyrabad M. School,	Khyrabad, ...	20th Jan. '62	84	23	...	107	72	94	28	36	70	10	10	...	6 pie to 6 annas	600 0 0	...
Machhretta do.,...	Machhretta, ...	1st Mar. '65	36	17	...	53	68	87	32	44	25	9	...	...	6 pie to 2 annas	476 8 0	...
Dostpúr do.,...	Dostpúr, ..	1st Jan. '66	...	...	...	...	...	...	...	...	...	...	...	...	...	80 0 0	..
Saádatganj, do.,...	Saádatganj, ...	1865	32	18	1	51	46	54	36	36	5	22	...	...	1 anna to 4 ans.	300 0 0	...
Sadr bazár, do.,...	Sadr bazár Lucknow ...	June '66	60	18	8	86	70	91	66	50	36	2	...	...	1 anna to 8 ans.	480 0 0	...
Hussunganj, do.,...	Hussungunj, ...	1866	44	8	..	52	38	48	32	36	37	21	11	...	1 anna to 4 ans.	300 0 0	..
Cashmírí Mohulla, A. Mission school, ...	Cashmírí mohulla,	1867	60	26		86	69	75	66	72	10	86	...	2	1 anna to 8 ans.	360 0 0	...
Raneekutra do., ...	Raneekutra, ...	1869	51	22	1	74	61	82	26	53	19	17	...	...	1 anna to 4 ans.	720 0 0	...
Nakhás ka pul do., ...	Nakhas ka pul,	1867	37	22	..	59	46	64	21	38	21	17	8	..	1 anna to 4 ans.	720 0 0	...
Victoria street do., ...	Victoria street,	1867	118	41	1	160	113	156	77	120	40	64	...	3	1 anna to 4 ans.	780 0 0	...
Neotinee, do., ...	Neotinee, ...	12th July '67	24	38	...	62	51	62	21	51	11	51	...	...	1 anna to Rs. 6	336 5 0	...
Evening school, Lucknow, ...	Lucknow, ...	July '67	45	16	1	62	44	66	62	...	...	...	...	...	Re. 1 to Rs. 5	900 0 0	...
Mahmoodabad school,	Mahmoodabad,..	1st June '68	95	69	...	164	107	129	49	98	66	6	...	12	1 anna to Re. 1	1050 0 0	...
Akounah, do.,...	Akounah, ..	10th Sep. '68	67	6	..	73	52	66	40	55	40	20	15	...	1 anna to 4 ans.	600 0 0	...
Boundee, do., ..	Boundee, ...	12th Nov. '68	63	13	...	76	62	77	23	49	52	1	...	...	1 anna to 8 ans.	564 9 1	...
A. Mission school, Roy Bareilly, ..	Roy Bareilly, ...	1866	58	38	7	103	86	104	69	103	24	46	...	..	1 anna to 8 ans.	996 0 0	...
A. Mission school,... Lucknow, ...	Hoseinabad Lucknow city, ...	1858	69	22	4	95	82	100	80	32	24	70	3	4	1 anna to 4 ans.	2792 0 0	...
Church Mission school Lucknow, ...	Raja ká bazár, Lucknow city,	July '59	173	89	10	272	250	317	89	158	116	102	8	22	1 anna to 8 ans.	1815 0 0	.
Bulrampúr school, ...	Bulrampúr, ...	1861	115	25		140	95	145	71	116	105	40	8	8	1 anna to Rs. 2	1642 0 0	...
Bhinga do., ...	Bhinga, ...	1869	...	...	...	...	...	...	...	...	...	...	...	..	...	31 2 0	..
Total, ..	24 Schools,	...	1561	583	33	2177	1737	2241	1098	1465	823	703	111	51	6 pie to Rs. 6	17528 8 1	..

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

A.

open to Government inspection for the year 1869-70, (aided by Government.)

Receipts						Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil		Remarks.
Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
...	641 0 0	66 12 9	...	...	1312 12 9	1312 12 9	...	1312 12 9	...	...	10 9 4	4 14 0	
...	480 0 0	59 14 0	...	...	1019 14 0	957 4 6	...	957 4 6	62 9 6	...	15 3 1	7 9 10	
...	504 0 0	69 4 0	...	...	1053 4 0	1012 8 8	40 11 4	1053 4 0	...	...	12 1 8	5 8 3	
156 0 0	480 0 0	92 0 0	...	4 0 0	1152 0 0	1142 12 9	0 9 0	1143 5 9	8 10 3	...	7 9 11	2 12 9	
..	600 0 0	196 0 0	7 14 6	...	1403 14 6	1080 0 0	323 14 6	1403 14 6	...	...	14 14 11	6 6 1	
40 0 0	476 8 0	52 11 9	...	...	1045 11 9	1037 1 3	...	1037 1 3	8 10 6	...	11 14 8	5 7 7	
...	80 0 0	...	...	...	160 0 0	160 0 0	...	160 0 0	...	...	...	...	
...	298 11 0	42 2 0	...	...	640 13 0	640 13 0	...	640 13 0	...	...	11 13 10	5 8 10	
...	345 0 0	141 0 0	...	...	966 0 0	966 0 0	...	966 0 0	...	...	10 9 10	5 4 4	
...	314 15 0	70 11 0	...	...	685 10 0	685 10 0	...	685 10 0	...	...	14 4 6	6 4 0	
...	346 7 9	55 0 0	...	...	761 7 9	761 7 9	...	761 7 9	...	...	10 2 5	4 12 9	
...	74 0 0	121 0 0	45 0 0	480 0 0	1440 0 0	1440 0 0	...	1440 0 0	...	...	17 5 0	8 10 6	
...	78 0 0	117 0 0	45 0 0	480 0 0	1440 0 0	1440 0 0	...	1440 0 0	...	...	22 8 0	11 4 0	
...	147 0 0	108 0 0	45 0 0	480 0 0	1560 0 0	1560 0 0	...	1560 0 0	...	...	10 0 0	5 0 0	
...	...	336 5 0	...	...	672 10 0	614 4 0	58 6 0	672 10 0	...	...	10 13 6	5 6 9	
..	4 0 0	896 13 6	...	...	1800 13 6	1797 15 6	2 14 0	1800 13 6	...	...	27 4 6	13 12 7	
...	1050 0 0	89 1 0	...	...	2189 1 0	2075 7 6	120 3 6	2195 11 0	...	6 10 0	17 0 4	8 2 2	
...	628 13 7	40 2 0	...	...	1268 15 7	1268 15 7	...	1268 15 7	...	...	19 3 7	9 1 5	
...	564 9 1	39 5 0	...	...	1168 7 2	1133 0 0	34 10 0	1167 10 0	0 13 2	..	15 2 7	7 5 3	
...	955 5 9	123 7 6	...	...	2074 13 3	1951 5 9	123 7 6	2074 13 3	...	...	20 4 0	9 9 8	
...	3555 2 0	157 6 0	265 1 0	...	6769 9 0	5566 9 0	...	5566 9 0	1203 0 0	...	55 10 7	27 14 8	
...	525 15 0	224 1 0	90 0 0	980 0 0	3635 0 0	3520 0 0	115 0 0	3635 0 0	...	...	11 7 5	5 11 7	
...	1852 12 6	80 2 6	...	...	3574 15 0	3159 6 6	335 8 0	3494 14 6	80 0 6	...	24 1 7	11 5 2	
...	31 2 0	...	...		62 4 0	62 4 0	...	62 4 0	...	...	...	...	
196 0 0	14033 5 8	3178 3 0	497 15 6	2421 0 0	37858 0 3	35345 10 6	1155 3 10	36500 14 4	1363 11 11	6 10 0	16 4 7	7 13 1	

H. B. HARINGTON, M. A.,
Offg. Director of P. I., Oudh.

TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open to

Name of institution.	Locality	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.		
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
																	AIDED
Ghousegunj, ...	Ghousegunj, ...	1st Jan. 1865	66	3	...	69	55	68	...	31	61	22	...	..	3 pie to 4 annas	120 0 0	
Gopamow, ...	Gopamow, ...	21st „ „	28	33	.	61	64	78	.	49	10	2	...	...	6 pie to 1 anna	210 0 0	...
Pehaní, ...	Pehaní, ...	1st April „	99	13	.	112	95	113	..	50	90	20	..	.	3 pie to 1 anna	167 0 0	...
Sekundrabad, ...	Sekundrabad, ...	1st Nov. 1862	24	4	.	28	23	31	...	22	6	4	...	.	6 pie to 1 anna	228 0 0	
Alligunj, ...	Alligunj, ..	10th Feb. 1868	21	6		30	28	36	.	6	24	..	...	...	6 pie to 2 annas		
Dhowrehra, ...	Dhowrehra, ...	14th Dec. 1865	12	4	...	16	14	20	.	6	12	...	...	...	6 pie to 1 anna	64 8 0	..
Nawábganj Alliabad,	Nawábganj Alliabad	1st Augt. 1866	...	...	...	...	...	...	.	...	...	...	...	...	...	180 0 0	...
Nasirgunj, ...	Nasirgunj, ...	16th Septr. „	...	...	...	...	...	...	...	...	...	...	...	...	...	108 0 0	.
Shunkerpúr Sarai,	Shunkerpúr Sarai,	Jan. 1867	41	1	..	42	31	41	.	18	24	...	...		1 anna	72 0 0	...
Tumboro, ...	Tumboro, ...	12th Mar. 1865	56	36	.	92	65	75	...	82	27	28	...	...	6 pie to 4 annas	238 3 1	
Lahurpúr, ...	Lahurpúr, ...	Ditto	96	24	...	120	104	125	5	46	74	16	...	...	3 pie to 1 anna	279 8 0	.
Painteypúr, ...	Painteypúr, ...	6th Mar. 1865	56	12	...	68	60	70	..	52	52	...	...	...	6 pie to 4 annas	252 0 0	
Hurgaon, ...	Hurgaon, ...	23rd Jan. 1866	77	10	...	87	59	72	...	35	54	16	10	...	6 pie to 2 annas	240 0 0	
Neemsar, ...	Neemsar, ...	24th „ „	63	2	..	65	54	65	...	16	49	9	...	...	6 pie to 2 annas	210 8 0	
Kootubnaggar, ...	Kootubnaggar, ...	17th „ „	42	17	...	59	49	60	...	35	38	15	...	...	6 pie to 1 anna	197 14 8	.
Mahrajnaggar, ..	Mahrajnaggar, ...	20th „ „	56	4	...	60	45	62	...	26	41	15	...	...	1 anna to 2 ans.	218 5 5	..
Paruspúr, ...	Paruspúr, ...	15th Nov. 1865	68	14	...	82	64	76	..	49	33	26	...	...	6 pie to 2 annas	240 0 0	..
Oomree, ...	Oomree, ...	„ Dec. „	48	3		51	35	44	.	36	14	14	...	...	6 pie to 2 annas	96 0 0	...
Madhoganj, ...	Madhoganj, ...	18th Jan. 1866	42	2	...	44	48	51	..	8	36	...	...	..	3 pie to 4 annas	60 0 0	...
Deogaon, ...	Deogaon, ...	Feb. 1869	25	22	..	47	35	43	...	45	...	2	...	..	3 pie to 2 annas	120 0 0	...
Baragaon, ...	Baragaon, ...	25th Augt. 1868	54	6	..	60	65	74	.	25	35	...	...		6 pie to 2 annas	180 0 0	...
Sandí, ...	Sandí, ...	1st Jan. 1865	52	28	..	80	85	93	..	47	36	...	...	...	6 pie to 1 anna	300 0 0	...
Mahonah, ..	Mahonah, ...	4th Jan. 1868	56	13	...	69	57	64	..	53	26	18	2	..	6 pie to 2 annas	296 0 0	...
Total, ..	23 Schools.	...	1085	257	.	1342	1135	1361	5	737	742	207	12	..	3 pie to 4 annas	4077 15 2	...

Schools.													
50 0 0	125 0 0	8 0 0	...	...	303 0 0	303 0 0	...	303 0 0	...	...	4 7 3	1 12 2
120 0 0	130 0 0	41 7 0	...	...	501 7 0	501 7 0	...	501 7 0	...	...	6 6 10	2 11 1
120 0 0	170 0 0	38 12 0	...	...	495 12 0	495 12 0	...	495 12 0	...	...	4 6 2	1 7 7
...	228 0 0	25 12 0	...	...	481 12 0	474 12 0	7 0 0	481 12 0	...	...	7 3 0	3 6 5
...	64 8 0	0 8 0	...	...	129 8 0	129 8 0	...	129 8 0	...	...	6 7 7	3 3 7
...	180 0 0	...	...	...	360 0 0	360 0 0	...	360 0 0	...	...	...	...
...	108 0 0	...	...	...	216 0 0	216 0 0	...	216 0 0	...	...	...	...
...	149 0 4	18 4 0	...	...	239 4 4	239 4 4	...	239 4 4	...	...	5 13 4	1 12 1
...	238 3 1	22 15 9	...	...	499 5 11	481 12 5	17 9 6	499 5 11	...	...	6 10 6	3 2 9
5 0 0	279 8 0	43 7 9	...	...	607 7 9	591 5 3	16 2 6	607 7 9	...	...	4 13 9	2 3 9
10 0 0	252 0 0	38 2 6	...	...	552 2 6	552 2 6	...	552 2 6	...	...	7 14 3	3 9 7
...	240 0 0	27 13 6	...	...	507 13 6	501 13 6	6 0 0	507 13 6	...	...	7 0 10	3 5 4
...	210 8 0	33 0 0	...	...	454 0 0	454 0 0	...	454 0 0	...	...	6 15 9	3 3 7
...	197 14 8	15 9 0	...	...	411 6 4	408 0 4	3 6 0	411 6 4	...	...	6 13 8	3 4 9
...	218 5 5	34 0 6	...	...	470 11 4	470 11 4	...	470 11 4	...	...	7 9 5	3 8 4
...	400 6 0	31 6 0	...	...	671 12 0	654 0 0	21 9 0	675 9 0	...	3 13 0	8 14 3	3 2 6
...	114 13 6	18 15 6	...	...	229 13 0	220 1 3	9 5 3	229 6 6	0 6 6	...	5 3 7	2 2 11
20 0 0	60 0 0	2 6 0	...	...	142 6 0	142 6 0	...	142 6 0	...	...	2 12 8	1 2 9
21 8 0	120 0 0	17 5 0	...	...	278 13 0	261 8 0	13 0 0	274 8 0	4 5 0	...	6 6 1	2 14 10
...	180 0 0	52 11 6	...	...	412 11 6	316 10 10	96 0 8	412 11 6	...	...	5 9 2	2 6 11
135 0 0	402 0 0	54 4 3	...	...	891 4 3	891 4 3	...	891 4 3	...	...	9 9 4	3 3 7
16 0 0	296 0 0	43 14 6	...	...	651 14 6	651 14 6	...	651 14 6	...	...	10 2 11	4 10 0
497 8 0	4364 3 0	568 10 9	...	...	9508 4 11	9317 5 6	190 0 11	9507 6 5	4 11 6	3 13 0	6 15 9	2 15 11

																									UNAIDED
Gyapúr, ...	Gyapúr, ...	...	1869	13	...	...	13	12	15	...	...	13	...	...	...	*Nil*	...	...
Mahárájganj, ...	Mahárájganj, ...	...	1860	10	7	...	17	12	15	...	15	17	...	...	...	*Nil*	...	...
Dharamnaggar,	Dharamnaggar,	...	1864	27	...	...	27	20	27	...	9	27	...	...	...	*Nil*	...	...
Charda, ...	Charda, ...	...	1864	6	2	...	8	10	13	...	...	8	...	...	...	*Nil*	...	...
Muttra, ...	Muttra, ...	...	1861	24	3	...	27	24	27	...	24	27	...	...	...	*Nil*	...	...
Sheopúr, ...	Sheopúr, ...	...	1863	12	...	...	12	12	14	...	6	12	...	...	...	*Nil*	...	...
Tulsípúr, ...	Tulsípúr, ...	...	1861	20	...	...	20	16	22	...	10	20	...	...	...	*Nil*	...	...
Panchperwa, ...	Panchperwa, ...	...	1863	19	...	...	19	16	18	...	19	19	...	...	...	*Nil*	...	...
Pipehra, ...	Pipehra, ...	...	1861	24	...	...	24	21	24	...	8	24	...	...	...	*Nil*	...	...
Hurhurpúr, ...	Hurhurpúr, ...	...	1868	17	...	...	17	14	19	...	...	17	...	...	...	*Nil*	...	...
Choudhri ki Dehi,	Choudhri ki Dehi,	Jany.	1866	11	...	...	11	8	10	...	5	11	...	...	...	*Nil*	...	...
Burwar, ...	Burwar, ...	13th „	1865	32	9	...	41	35	41	...	23	31	6	2	1	6 pie to 2 annas	...	...
Pusgawan, ...	Pusgawan, ...	Ditto		38	1	...	39	31	40	...	14	25	...	...	...	6 pie to 1 anna	...	...
Aurungabad, ...	Aurungabad, ...	28th Jany.	1865	46	22	...	68	51	60	...	47	40	13	...	...	6 pie to 1 anna	...	...
Pyla, ...	Pyla, ...	22nd July	1869	20	2	...	22	17	22	...	22	2	5	...	...	3 pie to 2 annas	...	...
C. Mission School Hazratganj, ...	Lucknow City, ...		1868	22	1	1	24	35	42	...	5	19	...	...	...	6 pie to 1 anna	...	...
Khurgoopúr, ...	Khurgoopúr,	Augt.	1869	32	2	...	34	37	45	...	17	17	...	...	...	6 pie to 2 annas	...	...
Total, ...	17 Schools, ...	...		373	49	1	423	371	454	...	224	329	24	2	1	3 pie to 2 annas	...	...
Grand total, ...	40 Schools, ...	...		1458	306	1	1765	1506	1815	5	961	1071	231	14	1	3 pie to 4 annas	4077 15 2	...

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

A.

Government inspection for the year 1869-70, (aided & unaided by Government.)

Receipts.						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
SCHOOLS.													
...	51 0 0	...	...	...	51 0 0	48 0 0	3 0 0	51 0 0	...	...	3 6 5	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	4 3 2	...	
...	51 0 0	...	...	...	51 0 0	48 0 0	3 0 0	51 0 0	...	...	1 13 2	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	4 13 6	...	
...	135 0 0	...	...	...	135 0 0	132 0 0	3 0 0	135 0 0	...	...	5 0 0	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	5 5 8	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	3 6 6	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	4 2 8	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	3 2 0	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	3 5 0	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	6 4 9	...	
...	184 4 8	8 9 0	...	...	192 13 8	183 14 8	8 15 0	192 13 8	...	...	4 11 3	...	
...	159 6 4	10 12 0	...	...	170 2 4	159 6 4	10 12 0	170 2 4	...	...	4 4 0	...	
4 0 0	160 5 8	14 9 0	...	...	178 14 8	175 8 8	3 6 0	178 14 8	...	...	2 15 8	...	
...	51 15 0	9 7 9	...	...	61 6 9	58 11 9	2 11 0	61 6 9	...	...	2 12 8	...	
40 0 0	50 0 0	7 8 0	...	10 8 0	108 0 0	108 0 0	...	108 0 0	...	...	2 8 5	...	
...	122 12 1	17 11 0	...	...	140 7 1	109 1 1	5 14 0	114 15 1	25 8 0	...	2 8 10	...	
44 0 0	1517 11 9	68 8 9	...	10 8 0	1640 12 6	1550 10 6	64 10 0	1615 4 6	25 8 0	...	3 8 11	...	
541 8 0	5881 14 9	637 3 6	...	10 8 0	11149 1 5	10868 0 0	254 10 11	11122 10 11	30 3 6	3 13 0	6 2 0	2 3 11	

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

Table VIA—Private Female Schools in the Province of Oudh, open to Government

Name of Institution.	Locality.	When Established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each Language at the close of the year.						Monthly rate of Schooling fee.	From Government.	Proceeds of Endowment.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindi.	Persian.	Sanskrit.	Arabic.			
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
															Rs. A. P.	Rs. A. P.	Rs. A. P.
La Martiniere Girls' School Lucknow,...	Lucknow City	1859,	...	...	80	80	40	41	80	...	...	...	...	...	2 to 20	2430 0 0	3600 0 0
Noubustah Zenana School, Golagunj Zenana School,	Do., ...	1869,	...	70	2	72	65	79	...	72	...	...	...	...	*Nil.*	804 0 0	...
Ragged Girls' School,	Do., ...	1865,	3	17	...	20	18	20	...	20	...	...	...	...	*Nil.*	96 0 0	...
Rája ká Bazár Girls' School, ...	Do., ...	1865,															
Asharfabad do., ...	Do., ...	1869,															
Zahur Baksh Bazaar Girls' School, ...	Do., ...	1869,	7	106	19	132	89	117	...	132	...	...	...	...	*Nil.*	1193 9 7	...
Yaháyaganj Girls' School, ...	Do., ...	1865,															
Golaganj Girls' School	Do. ...	1865,															
Roy Bareilly A. M. do.,	Roy Bareilly,	6th September 1866,	...	22	...	22	21	21	...	22	...	...	...	...	*Nil.*	120 0 0	...
Mrs. Reuther's C. M. Girls' School, Fyzabad, ...	Fyzabad,	1866,	...	45	...	45	...	...	...	...	...	...	...	...	*Nil.*	480 0 0	...
Total, ...	11 Schools,...	...	10	260	101	371	233	278	80	246	...	...	...	...	2 to 20	5123 9 7	3600 0 0

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

A.

Inspection for the year 1869-70, (aided by Government.)

Receipts.						Charges.					Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
...	3033 5 6	2327 6 2	...	40 2 6	11430 14 2	5435 9 7	1073 4 8	6508 14 3	4921 15 11	...	158 12 0	59 4 3	
...	852 1 3	...	...	...	1656 1 3	1656 1 3	...	1656 1 3	...	...	20 15 4	11 7 1	
...	108 4 6	...	...	...	204 4 6	204 4 6	...	204 4 6	...	...	10 3 5	4 12 9	
...	1193 9 7	...	...	...	2387 3 2	2387 3 2	...	2387 3 2	...	...	20 6 5	10 3 2	
...	92 2 0	...	...	...	212 2 0	212 2 0	...	212 2 0	...	...	10 2 0	5 11 6	
...	480 0 0	...	...	...	960 0 0	960 0 0	...	960 0 0	...	...	...	...	No return received, school amalgamated with the Government girls' school, Fyzabad, since April 1870.
...	5759 6 10	2327 6 2	...	40 2 6	16850 9 1	10855 4 6	1073 4 8	11928 9 2	4921 15 11	...	42 14 6	18 6 10	

H. B. HARINGTON, M.A.,

Offg. Director of Public Instruction, Oudh.

TABLE VII.—Government Institutions for Special or Professional Education

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
																Rs. A. P.
Male Normal school, Lucknow.	Lucknow, ...	1st Septr. 1864,	95	89	...	184	181	197	...	184	184	150	...	...	Nil	6,691 10 7
Female Normal school, Lucknow.	Lucknow, ...	2nd Septr. 1867,	...	17	...	17	16	17	...	17	...	...	...	...	Nil	1,436 13 0
Total, ...	2 Schools, ...	...	95	106	...	201	197	214	...	201	184	150	...	...	Nil	8,128 7 7

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

A.

(including) Normal Schools in the Province of Oudh for 1870.

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Rs. A. P.				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	
...	12,507 15 10	...	...	...	212 8 0	19,412 2 5	18,991 9 5	420 9 0	19,412 2 5	...	...	98 8 6	33 15 5	
...	...	...	...	...	...	1,436 13 0	1,316 13 0	120 0 0	1,436 13 0	...	...	84 8 3	84 8 3	
...	12,507 15 10	...	...	...	212 8 0	20,848 15 5	20,308 6 5	540 9 0	20,848 15 5	...	...	97 6 9	37 15 8	

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE IX.—Abstract of attendance at the above Institutions during the year 1869-70.

		Number attending Colleges.	Number attending higher class schools.	Number attending middle class schools.	Number attending lower class schools.	Total.	Remarks.
General education, ..	Government, ..	...	661	6,043	22,380	29,084	
	Private, ..	38	667	2,177	2,136	5,018	
Special education, ..	Government, ..	...	201	...	...	201	
	Private, ..	...	...	...	...	...	
Total, ..		38	1,529	8,220	24,516	34,303	

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

Table X. Abstract of Receipts and Charges at the above Institutions for the year 1869-70.

		Receipts.					Charges.				
		Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
General Education.	Government,	...	18,925 4 9	85,416 15 6	65,933 13 8	1,70,276 1 11	...	18,925 4 9	85,416 15 6	65,933 13 8	1,70,276 1 11
	Private, ...	17,033 12 0	46,205 5 1	37,858 0 3	27,999 10 6	1,29,096 11 10	17,033 12 0	37,225 1 10	36,500 14 4	23,051 4 1	1,13,811 0 3
Special Education.	Government,	...	20,848 15 5	...	...	20,848 15 5	...	...	...	...	20,848 15 5
	Private, —	...	...	...	...	...	...	...	...	...	...
Total Rupees,		17,033 12 0	85,979 9 3	1,23,274 15 9	93,933 8 2	3,20,221 13 2	17,033 12 0	76,999 6 0	1,21,917 13 10	88,985 1 9	3,04,936 1 7

Remarks.

The following items have been omitted in the receipts and charges :—

	Rs.	A.	P.
(1).—Books &c. purchased from Imperial Funds.	10,037	12	10
(2).—Ditto ... ditto from Cess ... Ditto.	5,384	14	5
(3).—Prizes given to pupils from Imperial Funds.	995	7	9
(4).—Imperial Funds from Cess Ditto	872	3	3
(5).—On account of miscellaneous and contingent charges paid from the educational cess.	4,874	7	5
(6).—On account of building grant to Rája ká Bazár, Church Mission School, paid from Imperial Funds	6,718	8	0
(7).—Ditto ditto paid from Church Mission subscriptions	6,994	0	0
(8) —On account of building and repairing charges of private aided schools from general subscriptions	4,927	0	0
(9).—Ditto ditto of Govt. village schools paid from the educational cess	28,956	6	2
Total Rs.	69,760	11	10

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1869-70.

	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	Remarks.
General Education, ..	* 7,631 11 9	† 19,096 10 3	‡ 24,247 0 1	9,201 8 9	60,176 14 10	* This item includes Rs. 1,533-6-0 on account of scholarships. † This item includes Rs. 189-0-0 on account of scholarships. ‡ This item includes Rs. 107-0-0 on account of scholarships and Rs 6718 8-0 on account of building grant to Rájá-Bazar, Church Mission School, Lucknow.
Special Education, ..	...	...	...	...	...	
Total ..	7,631 11 9	19,096 10 3	24,247 0 1	9,201 8 9	60,176 14 10	

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XII.—Progressive Statement of attendance and cost of education at each Institution for the last five years.

Name of Institution.	1865-66.			1866-67.			1867-68.			1868-69.			1869-70.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
GOVERNMENT SCHOOLS.															
ZILLAH SCHOOLS.															
Barabunkee School, ...	133	3551 2 0	26 4 3	109	3272 5 2	30 0 4	160	4034 10 3	25 3 5	212	4547 4 5	21 7 2	190	4464 0 0	23 7 10
Oonao do., ...	106	3326 7 0	31 6 1	90	3532 4 7	39 3 11	196	4957 0 3	25 4 7	174	5483 14 6	31 8 4	157	5677 15 0	36 2 7
Seetapoor do., ...	102	3995 13 3	39 2 9	115	4192 9 10	36 7 4	136	5076 15 10	37 5 3	207	5717 4 8	27 9 11	199	5762 10 4	28 15 3
Hurdui do., ...	78	2898 10 2	37 2 7	80	3134 15 10	39 3 8	119	3554 11 3	29 13 11	139	4104 1 8	29 8 4	126	4518 4 5	35 13 8
Kheree do., ...	79	3231 9 0	40 14 6	80	3016 9 9	37 11 4	98	3665 13 0	37 6 6	116	3609 14 1	31 1 11	163	4390 11 3	26 14 11
Fyzabad do., ...	220	6614 9 9	30 1 0	260	6397 2 6	24 9 8	346	8509 2 6	24 9 5	425	10541 14 7	24 12 10	444	13247 5 9	29 13 4
Gondah do., ...	86	3904 8 0	45 4 10	108	3764 8 0	34 13 8	124	3819 13 1	30 12 10	201	4320 4 4	21 7 10	266	5039 14 6	18 15 1
Baraich do., ...	...	...	...	...	...	...	...	...	...	110	5042 8 2	45 13 5	121	5251 0 8	43 6 4
Roy Bareilly do., ...	74	3468 15 0	46 14 0	85	3273 6 6	38 8 2	171	4624 10 9	27 0 8	265	5524 12 6	20 13 7	268	6772 3 6	25 4 3
Sultanpoor do., ...	122	3653 6 3	29 15 1	122	3167 12 3	25 15 5	192	4245 10 0	22 1 9	188	4523 2 4	24 2 3	167	4581 15 1	27 6 11
Pertabgurh do., ...	89	3655 10 11	41 1 2	79	3183 5 9	40 4 9	114	3757 10 4	32 15 4	160	4182 3 9	26 2 2	165	3636 9 4	22 0 7
ANGLO-VERNACULAR TOWN SCHOOLS.															
Durriabád School, ...	66	1629 7 0	24 11 0	69	1281 15 9	18 9 3	103	1723 4 9	16 11 8	118	1733 9 9	14 11 0	104	1638 12 0	15 12 1
Radoulí do., ...	88	1023 6 0	11 10 1	76	930 4 6	12 3 10	64	1473 14 6	23 0 5	104	1498 4 2	14 6 6	81	1241 0 0	15 5 1
Rámnaggar do., ...	42	465 8 6	11 1 4	45	425 5 0	9 7 3	65	634 6 8	9 12 1	73	917 11 7	12 9 1	65	970 7 6	14 11 2
Hydergarh do., ...	68	1397 13 3	20 8 10	68	1251 3 6	18 6 5	73	1236 12 6	16 15 0	67	1229 14 7	18 13 3	64	1216 15 6	19 0 2
Púrwah do., ...	130	1731 13 11	13 5 2	136	1745 13 6	12 15 5	201	2410 12 5	11 15 10	183	2253 4 3	12 5 0	158	1904 5 0	12 0 10
Biswah do., ...	64	1574 6 6	23 10 7	89	1467 15 8	16 7 11	125	1706 14 9	13 10 5	153	1799 11 6	11 12 2	135	1723 13 6	12 12 4
Sháhábád do., ...	148	2531 13 3	17 1 8	180	2483 2 4	13 12 8	288	3880 3 4	13 7 6	194	3059 12 2	15 7 2	175	2436 12 10	13 14 2
Bilgrám do., ...	97	2698 2 9	27 13 1	97	2408 8 8	24 13 3	119	2844 4 2	23 14 5	125	2382 6 5	19 0 7	151	2276 1 10	15 1 2
Sandílah do., ...	72	1711 8 4	23 12 4	81	1479 12 11	18 4 3	147	2113 3 1	14 6 0	172	2365 1 5	13 11 4	158	1968 3 7	12 7 3
Mahomdí do., ...	74	1178 8 0	15 14 10	109	1277 15 11	11 11 7	119	1509 10 4	12 10 11	126	1649 12 0	13 1 6	118	1438 0 8	12 2 11
Golah do., ...	49	1263 9 7	25 12 7	68	836 13 11	12 4 11	76	1013 8 1	13 5 4	66	1149 15 9	17 6 9	59	1078 2 6	18 4 4
Akberpúr do., ...	79	1472 2 8	18 10 2	78	1296 2 0	16 9 10	90	1394 15 6	15 7 11	83	1471 0 0	17 11 6	81	1382 3 0	17 1 0
Tandah do., ...	80	1153 7 2	14 6 8	77	1026 12 0	13 5 4	162	1436 15 11	8 13 11	149	1656 13 8	11 1 11	150	1656 10 0	11 0 8
Utroula do., ...	49	1389 10 2	28 5 6	62	1288 11 8	20 12 7	74	1440 11 3	19 7 6	81	1428 12 6	17 10 2	95	1346 14 4	14 2 10
Colonelganj do., ...	60	1454 2 4	24 3 9	60	1140 13 6	19 0 3	75	949 12 6	12 10 7	85	933 9 4	13 14 10	95	829 3 5	8 11 6
Nawábganj do., ...	41	922 12 5	22 8 1	58	1223 5 11	21 1 6	95	1345 11 7	14 2 7	123	1369 12 6	11 2 2	109	1137 10 6	10 6 11

Jais	do.,	...	95	1553	5	6	16	5	7	98	1481	15	6	15	1	11	105	1576	5	9	15	0	2	105	1381	2	9	13	2	5	91	1457	11	0	16	0	3
Inhonah	do.,	...	65	1414	5	4	21	12	2	60	1123	9	0	18	11	7	81	1276	8	6	15	12	1	85	1229	10	6	14	7	5	76	1105	12	0	14	8	9
Vernacular-Town Schools.																																					
Kúrsí	School.	...	45	537	10	0	11	15	2	46	483	0	1	10	8	0	86	716	9	0	8	5	4	127	700	11	0	5	8	3	113	649	6	0	5	11	11
Suffipúr	do.,	...	54	594	12	9	11	0	4	60	531	8	4	8	13	9	86	610	3	6	7	1	6	129	819	14	7	6	5	8	133	836	10	6	6	4	7
Chumroulí	do.,	...	52	550	15	3	10	9	6	53	530	6	1	10	0	1	82	572	2	3	7	0	5	105	593	14	0	5	7	5	143	579	7	6	4	0	10
Behar (Oonao)	do.,	...	41	544	15	6	13	4	8	39	493	7	9	12	10	5	72	509	14	6	7	1	3	106	630	12	2	5	15	2	101	623	15	6	6	2	10
Bhagwantnaggar	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			81	76	3	5	0	15	0
Morádábád	do.,	...	...	...			...			...	...			...			...	...			...			89	219	9	9	2	7	6	110	447	6	0	4	1	0
Morawan	do.,	...	...	...			...			...	...			...			...	...			...			101	190	7	1	1	14	1	112	338	13	0	3	0	3
Bethúr	do.,	...	...	...			...			...	...			...			...	...			...			83	153	10	2	1	13	7	92	400	3	0	4	5	7
Bángermow	do.,	...	57	591	11	0	10	6	1	57	823	10	6	14	7	2	71	1062	14	0	14	15	6	68	670	13	0	9	13	10	64	424	6	6	6	10	1
Misrikh	do.,	...	29	487	9	2	16	13	0	38	455	5	3	11	15	6	67	495	11	6	7	6	4	89	638	9	6	7	2	9	67	545	13	6	8	2	4
Bárí	do.,	...	48	561	5	0	11	4	1	51	476	11	11	9	5	7	71	530	12	8	7	7	7	79	597	14	3	7	9	1	80	571	3	0	7	2	2
Bawun	do.,	...	...	...			...			...	...			...			...	...			...			113	265	4	0	2	5	6	109	493	4	0	4	8	4
Nágpúr Jalapúr	do.,	...	42	545	1	8	12	15	8	80	612	12	6	7	13	1	70	643	14	0	9	3	2	80	637	11	6	7	15	6	85	531	15	6	6	4	1
Nánpára	do.,	...	46	1174	14	3	25	8	8	59	1051	1	0	17	13	0	58	977	4	3	16	13	7	91	567	6	0	6	4	0	75	762	9	1	10	2	8
Salone	do.,	...	53	1375	3	6	25	15	2	50	1141	10	6	22	13	4	54	1074	7	10	19	14	4	57	999	13	9	17	8	7	39	524	7	8	13	7	2
Jugdíspúr	do.,	...	34	462	2	3	13	9	6	45	508	6	0	11	4	9	62	553	11	3	8	14	10	71	638	0	5	8	15	9	54	521	0	0	9	10	4
Behár (Pertabgurh)	do.,	...	44	589	2	3	13	6	3	44	482	14	6	10	15	7	47	430	10	9	9	5	9	70	490	11	9	7	0	2	69	470	0	0	6	12	11
Puttí	do.,	...	50	556	1	8	11	1	11	47	499	9	11	10	10	1	70	653	12	4	9	5	5	68	620	4	6	9	1	11	78	606	5	0	7	12	4
Mánikpúr	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			67	265	1	0	3	15	3
Malihabad	do.,	...	62	850	1	0	13	11	4	92	639	7	7	6	15	2	181	853	14	6	4	11	6	300	1458	3	0	4	13	9	279	1652	5	0	5	14	9
Amethí	do.,	...	58	559	3	9	19	10	3	72	540	0	0	7	8	0	80	543	8	9	6	12	8	98	695	1	0	7	1	6	132	847	7	10	6	6	8
Model	do.,	...	19	489	13	0	25	12	6	55	765	15	2	13	14	10	78	1050	4	11	13	7	5	103	1011	13	6	9	13	2	107	1114	9	0	10	6	5
Mohanlálganj	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			31	272	7	3	8	13	3
Kákaurí	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			109	288	8	0	2	10	4
Bijnour	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			48	179	8	0	3	11	10
Mohán I.	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			26	79	10	0	3	0	1
Do. II.	do.,	...	...	...			...			...	...			...			...	...			...			...	...			...			24	88	6	0	3	10	11
Village Schools.																																					
Lucknow	School,	38 ...	...	...			...			413	399	5	6	0	15	5	1194	4085	14	8	3	6	9	1702	5540	9	6	3	4	1	1834	5145	12	3	2	12	10
Barabunkee	do.,	66 ...	...	...			...			598	436	8	2	0	11	8	1480	5098	0	11	3	7	1	1927	5727	2	0	2	15	6	2298	7088	14	4	3	1	4
Oonao	do.,	65 ...	1094	5081	10	10	4	10	4	1593	5343	12	4	3	5	0	2102	6543	3	11	3	1	9	2404	7481	14	7	3	1	9	3058	9647	13	10	3	2	5
Seetapoor	do.,	51 ...	...	...			...			...	...			...			372	557	13	8	1	8	5	1031	3037	6	1	2	15	2	1771	4869	11	3	2	11	11
Hurdui	do.,	66 ...	...	...			...			49	11	8	0	0	3	9	948	1076	12	7	1	2	2	2180	5001	14	11	2	4	9	2642	8247	15	9	3	1	11
Kheree	do.,	12 ...	...	...			...			...	...			...			63	84	1	3	1	5	4	63	186	2	9	2	15	3	288	548	9	10	1	14	6
Fyzabad	do.,	46 ...	...	...			...			385	403	6	0	1	0	9	1005	2914	2	9	2	14	4	1380	4085	5	1	2	7	4	1509	5482	5	7	3	10	1
Gondah	do.,	1 ...	...	...			...			...	...			...			44	118	0	0	2	10	10	54	146	1	6	2	11	3	37	92	15	6	2	8	2
Baraich	do.,	31 ...	...	...			...			...	...			...			...	...			...			150	344	7	0	2	4	8	871	2268	13	1	2	9	8
Roy Bareilly	do.,	61 ...	...	...			...			1163	2202	15	6	1	14	3	1912	6248	2	10	3	4	3	2256	6799	3	0	3	3	0	2269	7312	7	3	3	3	6
Sultanpoor	do.,	52 ...	...	...			...			407	282	3	11	0	11	1	1063	3313	8	10	3	1	10	1480	4305	8	0	2	14	6	1733	5166	6	9	2	15	8
Pertabgurh	do.,	53 ...	...	...			...			686	1490	3	9	2	2	7	1045	3702	14	0	3	8	8	1686	4405	10	4	2	9	9	1900	5091	9	3	2	10	10
Female Schools.																																					
Model	School,	...	...	...			...			...	...			...			...	...			...			16												
Rája ká bazár	do.,	...	...	...			...			...	...			...			20							23												
Chowk	do.,	...	...	...			...			...	...			...			19	819	1	0	11	3	6	24	1355	15	9	12	8	10	97	1473	13	0	15	3	1
Pátanálah	do.,	...	...	...			...			...	...			...			18							22												
Newázganj	do.,	...	...	...			...			...	...			...			16							23												

TABLE XII.—(*Continued.*)

Name of Institution.	1865-66.			1866-67.			1867-68.			1868-69.			1869-70.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Female Schools.—(*Contd.*)															
Mukbúlganj School,	...	...	...	..	...	...	22	322 13 3	9 12 6	23	487 0 0	12 7 9	34	343 14 3	10 1 9
Futtehganj do.,	...	...	.	..	...	...	11			16					
Fyzabad girls' do.,	...	...	...	...	...	...	20 / 17	334 13 7	9 0 9	55	631 15 0	11 7 10	68	644 2 0	9 7 6
Bahádurpúr, do.,	..	...	...	...	...	...									
Teeari do.,	...	...	...	...	...	...									
Sultanpoor do.,	..	...	...	..	...	...	111	229 0 6	2 1 0	115	458 11 6	3 15 1	97	365 7 6	3 12 3
Dihma do.,	..	...	...	...	...	...									
Bhulki do.,	...	...	...	...	...	...									
Kúrsí do.,	...	...	...	...	...	...	7	9 0 0	1 4 6	11	48 0 0	4 5 9			
Rassoulí do.,	...	...	...	...	...	...	7	14 0 0	2 0 0	9	80 8 0	8 15 9			
Tikra Oosman do.,	..	...	...	...	...	...	9	12 0 0	1 5 4	13	68 8 0	5 4 3	62	282 8 0	4 8 11
Tikra Múrtaza do.,	...	...	...	...	...	...	...	...	...	...	...	...			
Tilokepúr do.,	...	...	...	...	...	...	...	...	...	..	...	...			
Bhilsur do,	...	...	...	...	...	...	..	...	...	..	...	...			
Mahhabad do.,	...	...	...	...	...	...	37	27 0 0	0 11 8	40	226 1 0	5 10 5			
Gooshayinganj do.,	...	..	..	...	...	...	...	...	...	21	43 8 0	2 1 6	159	585 0 0	3 10 10
Bakass do.,	...	...	...	...	...	...	...	...	..	14	16 0 0	1 2 3			
Nugram do.,	...	...	...	...	...	...	10	7 0 0	0 11 2	4	20 0 0	5 0 0			
Runnopúr do.,	...	..	...	.	...	..	...	..	...	24	41 0 0	2 3 10			
Khakí Sarai do.,	..	...	...	..	...	...	...	..	...	13	42 0 0		93	243 15 0	2 9 11
Deulutpúr do.,	...	...	...	..	...	...	...	...	...	...	...	...			
Ramkote do.,	...	...	...	...	...	..	...	...	...	...	...	...			
Suckra do.,	...	...	...	.	..	...	...	...	...	...	...	..	...	...	...
Pihanee, No. I. do.,	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Majhia, do.,	...	...	..	..	...	...	...	...	...						
Bhakhurya, do.,	...	...	.	..	...	...	...	...	...	100	113 13 11	1 2 2			
Lehna, do,	...	...	...	...	...	...	...	...	...						
Pihanee No. II do.,	...	...	..	...	..	..	...	...	...	...	...	...	216	652 3 3	2 13 7
Pihanee No. III do,	...	...	...	...	...	...	..	..	...	...	...	...			
Ragain, do,	...	...	...	...	...	...	...	...	...	...	...	...			
Jaroulee, do.,	..	...	...	...	.	...	...	...	...	...	..	...			
Akberpúrah, do.,	...	...	...	...	...	...	...	...	...	...	..	...	25	..	...
Chhouní, do.,	...	...	...	...	..	.	...	...	...	.	..	...			

Jail Schools.																								
Jail School, Lucknow, ...	...	...		...	...	...		...	114	217	14	0	1	14	7	78	360	0	0	4	9	10	69	379	8	0	5	7	8
Ditto Sultanpoor, ...	...	...		...	...	...		...	...	...			...			14	...			...			12	...			...		
Government Normal Schools.																								
Male Normal School, Lucknow, ...	125	14336	4	8	114	11	0	144	15692	2	11	108	15	7	195	17936	13	0	91	15	8	206	19153	0	8	92	15	7	197	19412	2	5	98	8	6
Female do. do. do. ...	...	...			...			...	...			...			12	667	12	9	55	10	4	20	1552	12	9	77	10	3	17	1436	13	0	84	8	3
PRIVATE COLLEGES AND SCHOOLS.																								
Private Colleges.																								
Canning College, ...	...	...			...			...	...			...			9	7786	0	0	865	1	9	16	11760	15	10	735	1	0	23	17033	12	0	740	9	6
PRIVATE SCHOOLS.																								
Higher Class.																								
Canning College (School Deptt.)...	346	31310	6	0	90	7	10	411	33735	9	4	82	1	3	547	35105	2	0	64	2	10	599	37471	5	1	62	8	10	483	31945	1	10	66	2	3
Do. (Oriental Department.) ...	...	...			...			...	...			...			...	...			...			...	...			...			162	5280	0	0	32	9	5
Private Schools. Middle Class.																								
Ajoodhya School, ...	49	821	14	9	16	12	4	53	752	0	0	14	3	0	79	937	13	0	11	13	11	131	1117	2	9	8	8	5	124	1312	12	9	10	9	4
Zeídpúr, do., ...	64	921	10	3	14	6	5	68	934	2	8	13	11	9	71	979	3	9	13	12	8	64	982	0	7	15	5	6	63	957	4	6	15	3	1
Futtehpúr, do., ...	68	1053	11	3	15	7	11	71	994	9	6	14	0	2	77	1064	15	0	13	13	3	84	980	6	0	11	10	8	87	1053	4	0	12	1	8
Mallawan, do., ...	66	757	13	4	11	7	8	68	868	10	0	12	12	5	94	1097	7	6	11	10	9	143	1450	3	0	10	2	3	150	1143	5	9	7	9	11
Kyrabad Mission do., ...	60	1234	15	0	20	9	4	72	1209	9	3	16	12	9	90	1214	12	9	13	7	11	87	1253	14	3	14	6	7	94	1403	14	6	14	14	11
Muchhretta, do., ...	74	866	2	0	11	11	3	46	999	13	0	21	11	9	54	1041	3	1	19	4	6	101	1060	7	4	10	7	11	87	1037	1	3	11	14	8
Dostpúr do., ...	20	120	0	0	6	0	0	40	463	2	0	11	9	3	48	540	3	0	11	4	0	49	521	10	6	10	6	8	...	160	0	0		...	
Saádatganj do., ...	61	259	11	9	4	4	1	68	334	10	6	7	13	6	80	604	13	0	7	8	11	64	610	13	6	9	8	5	54	640	13	0	11	13	10
Sadr Bazár, do., ...	...	...			...			45	454	15	10	10	1	9	74	833	4	3	11	4	1	104	987	0	0	9	7	10	91	966	0	0	10	9	10
Husseinganj do., ...	...	...			...			45	304	3	11	6	12	2	57	442	4	0	7	12	1	66	628	7	6	9	8	4	48	685	10	0	14	4	6
Cashmeree Mohulla do., ...	...	...			...			...	...			...			83	464	6	9	5	9	6	84	712	4	6	8	5	9	75	761	7	9	10	2	5
Raní Kuttra, do., ...	...	...			...			...	...			...			85	677	1	9	7	15	5	75	1181	15	0	15	12	1	82	1440	0	0	17	5	0
Nakhás ka Pul, do., ...	...	...			...			...	...			...			101	777	1	9	7	11	1	107	1181	15	0	11	0	9	64	1440	0	0	22	8	0
Victoria Street, do., ...	...	...			...			...	...			...			130	1257	10	6	9	10	9	89	1560	0	0	17	8	5	156	1560	0	0	10	0	0
Neotní, do., ...	...	...			...			...	...			...			36	358	5	0	9	15	3	53	639	2	0	12	0	11	62	672	10	0	10	13	6
Mahmúdabad do., ...	...	...			...			...	...			...			...	...			...			116	1603	4	9	13	3	2	129	2195	11	0	17	0	4
Akounah do., ...	...	...			...			...	...			...			...	...			...			42	592	2	0	14	1	6	66	1268	15	7	19	3	7
Boundí do., ...	...	...			...			...	...			...			...	...			...			61	316	5	4	5	2	11	77	1167	10	0	15	2	7
Evening School, Lucknow, ...	...	...			...			...	...			...			98	1972	7	1	20	2	0	76	2300	0	0	30	4	2	66	1800	13	6	27	4	6
A. M. School, Roy Bareilly, ...	...	...			...			39	683	8	0	17	8	5	101	1488	2	5	14	11	9	91	2047	2	0	22	7	11	104	2074	13	3	20	4	0
Do. Do. Do. Hoseinabad, ...	150	4650	11	7	31	0	1	275	4659	9	3	21	15	2	165	5208	7	0	31	9	0	128	5218	7	0	40	12	3	100	5566	9	0	55	10	7
Church Mission School, Lucknow,	85	3600	0	3	42	5	7	130	3300	0	0	32	10	9	111	3600	15	0	32	7	0	126	3600	0	0	28	9	1	317	3635	0	0	11	7	5
Bulrampúr School, ...	100	2460	0	0	24	9	7	111	2024	10	0	17	7	3	146	3169	10	0	21	11	4	164	2860	0	0	17	7	6	145	3494	14	6	24	1	7
Bhinga do., ...	...	...			...			...	...			...			...	...			...			...	...			...			...	62	4	0		...	

TABLE XII.—(*Continued.*)

Name of Institution	1865-66.			1866-67.			1867-68			1868-69			1869 70		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupils' education.
Private Schools—Lower Class.															
Ghouseganj School, ...	39	493 8 0	12 10 5	49	454 9 6	8 11 1	59	554 1 6	9 6 3	59	633 14 8	10 11 10	68	303 0 0	4 7 3
Gopamow do, ...	36	482 7 3	13 6 5	29	438 14 0	15 2 2	81	535 0 9	6 9 8	112	628 3 0	5 9 9	78	501 7 0	6 6 10
Madhoganj do., ...	...	...	...	...	...	...	...	...	...	65	614 11 9	9 7 3	51	142 6 0	2 12 8
Pihanee do., ...	40	321 8 6	8 0 7	34	203 6 5	5 15 9	58	215 15 3	3 11 6	100	532 2 9	5 5 1	113	495 12 0	4 6 2
Sikrandrabad do., ...	41	430 7 9	10 7 11	36	418 0 0	11 9 9	31	493 8 0	15 14 8	27	465 2 3	17 3 7	31	} 481 12 0	7 3 0
Aliganj do., ...	...	...	...	...	...	...	31	30 6 6	0 15 8	36	124 5 6	3 7 3	36		
Dhowrehra do., ...	21	232 14 7	11 1 5	13	68 8 0	5 4 4	23	108 0 0	4 11 1	25	231 11 10	9 4 3	20	129 8 0	6 7 7
Nawábganj Alliabad School, ...	...	...	...	16	210 0 0	13 2 0	23	360 0 0	15 10 5	...	...	...	...	360 0 0	...
Nasirganj School, ...	...	...	...	26	132 0 0	5 1 3	50	288 0 0	5 12 1	...	...	...	...	216 0 0	.
Shunkerpúr Sarai School, ...	...	...	...	25	18 0 0	0 11 6	28	154 0 0	5 8 0	40	156 13 6	3 14 8	41	239 4 4	5 13 4
Tumbore School, ...	29	309 11 4	10 10 10	32	451 9 0	14 1 9	43	523 5 9	12 2 8	57	506 11 9	8 14 2	75	499 5 11	6 10 6
Lahurpúr do., ...	86	550 8 0	15 4 8	41	397 9 6	9 11 2	106	504 0 0	4 12 0	107	527 6 0	4 14 1	125	607 7 9	4 13 9
Painteypúr do., ...	60	468 C 0	7 12 9	62	484 11 0	7 13 1	70	527 8 9	7 8 6	69	542 1 3	7 13 8	70	552 2 6	7 14 3
Hargaon do., ...	39	92 4 6	2 5 10	47	394 15 6	8 6 5	54	466 14 0	8 10 4	56	486 5 0	8 10 11	72	507 13 6	7 0 10
Neemsar do., ...	23	24 13 6	1 1 3	29	130 8 6	4 8 0	48	343 12 8	7 2 7	56	443 12 9	7 14 9	65	454 0 0	6 15 9
Mahárájnaggar, do., ...	20	86 3 10	4 4 11	35	457 3 6	13 0 0	37	563 13 6	15 3 9	45	520 11 0	11 9 1	62	470 11 4	7 9 5
Kootubnaggar, do., ...	33	74 8 2	2 4 1	41	386 5 0	9 6 6	49	471 1 10	9 9 10	54	430 9 0	7 15 7	60	411 6 4	6 13 8
Baragaon, do., ...	...	...	...	...	...	...	...	...	...	36	224 4 4	6 3 8	74	412 11 6	5 9 2
Paraspúr, do., ...	46	173 4 9	2 12 3	38	454 2 9	11 15 3	47	494 5 6	10 8 3	85	673 12 9	7 14 9	76	675 9 0	8 14 3
Oomrí, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	44	229 6 6	5 3 7
Deogaon, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	43	274 8 0	6 6 1
Sandí do., ...	58	971 1 0	16 11 10	70	1151 9 9	16 7 3	66	1202 2 9	18 3 5	81	1165 14 10	14 6 3	93	891 4 3	9 9 4
Mahonah do., ...	...	...	...	...	...	...	90	203 10 2	2 4 7	83	1072 12 6	12 14 9	64	651 14 6	10 2 11
Burwar do., ...	17	159 0 0	9 5 7	17	136 2 0	8 0 1	19	151 10 0	7 15 8	27	187 0 0	6 14 9	41	192 13 8	4 11 3
Pusgawan do., ...	28	164 0 0	5 13 8	23	142 5 6	6 3 0	30	144 0 0	4 12 9	40	207 1 0	5 2 9	40	170 2 4	4 4 0
Aurungabad do., ...	14	264 7 0	18 14 4	24	144 0 0	6 0 0	31	148 13 0	4 12 9	27	146 1 6	5 6 6	60	178 14 8	2 15 8
Pylah, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	22	61 6 9	2 12 8
Church Mission do., Huzrutgunj,	...	...	...	...	...	...	...	...	...	...	...	...	42	108 0 0	2 8 5
Mahárájganj do., ...	...	...	...	...	...	...	...	...	...	20	68 0 0	3 6 5	15	63 0 0	4 3 2
Dharumnaggar do., ...	8	67 0 0	8 0 0	8	74 0 0	9 2 0	14	84 0 0	6 0 0	30	54 0 0	1 12 9	27	51 0 0	1 13 2
Chardah do., ...	8	68 0 0	8 8 0	7	62 0 0	8 13 9	11	57 0 0	6 1 5	23	68 0 0	2 15 4	13	63 0 0	4 13 6
Muttra do., .	20	174 0 0	8 11 2	18	150 0 0	8 8 0	17	170 0 0	10 0 0	25	85 0 0	3 6 5	27	135 0 0	5 0 0
Gyapúr do., ..	...	...	...	...	...	...	...	...	...	...	...	...	15	51 0 0	3 6 5
Khurgupúr do., ...	...	...	...	...	...	...	...	...	...	...	...	...	45	114 15 1	2 8 10
Sheopúr do., ...	12	85 0 0	7 1 4	10	73 0 0	7 4 9	18	80 0 0	4 7 0	16	94 8 0	5 14 4	14	75 0 0	5 5 8

Tulseepúr do., ...	8	68	0	0	8	8	0	8	61	0	0	7	10	0	12	66	0	0	5	8	0	30	81	0	0	2	11	2	22	75	0	0	3	6	6
Panchperwa do., ...	15	82	0	0	5	7	5	13	74	0	0	5	11	1	17	84	0	0	4	15	0	24	89	0	0	3	11	4	18	75	0	0	4	2	8
Pipehra do., ...	14	84	0	0	6	0	0	10	85	0	0	8	8	0	25	96	0	0	3	13	5	25	88	0	0	3	8	4	24	75	0	0	3	2	0
Hurhurpúr do., ...	...	...			...			...	...			...			...	...			...			23	68	0	0	2	15	4	19	63	0	0	3	5	0
Chaudrí kí Dihi do., ...	8	26	0	0	3	4	0	7	60	0	0	8	9	1	10	66	0	0	6	9	7	14	68	0	0	4	13	9	10	63	0	0	6	4	9
Private Female Schools.																																			
La Martiniere Girls' School, Lucknow,	43	7839	6	11	182	5	0	45	6565	8	9	145	14	5	55	6526	0	0	118	10	5	28	5181	2	8	185	7	6	41	6508	14	3	158	12	0
Noubustah Zenána School, ...	119	1550	15	6	13	0	6	109	1650	0	0	15	2	2	144	1836	1	0	12	12	0	91	1605	6	0	22	9	9	79	1656	1	3	20	15	4
Golagunj Zenána do., ...																						23	199	10	0	8	10	10	20	204	4	6	10	3	5
Ragged Girls' do., ...																																			
Rája ká Bazár Girls' do., ...	...	...			...																	19													
Asharfabad, do., ...	...	...			...																	20													
Zahur Buksh Bazár Girls' do., ...	...	...			...			75	2266	14	0	30	3	7	85	2621	0	0	30	13	4	19	2531	0	0	26	1	5	117	2387	3	2	20	6	5
Yahayáganj, do., ...	9	...			...																	19													
Goláganj do., ...	12	...			...																	20													
Roy Bareilly A. M. do., ...	...	...			...			14	120	0	0	8	9	2	16	182	8	6	11	6	6	21	240	0	0	11	6	10	21	212	2	0	10	2	0
Mrs. Reuther's C. M. do., Fyzabad,	...	...			...			...	...			...			34	572	11	0	16	13	6	53	1032	14	0	19	7	9	...	960	0	0	...		

Lucknow,
Office of Director of P. I., Oudh.
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

Table XIII. Distinctions conferred by the Calcutta University during the year 1869-70.

Number.	Name of students.	Name of Institutions.	Distinctions conferred.	Remarks.
1	Brajendra Nath Dey, ...	Canning College,	First Arts, First Division,	
2	Alfred Nundy, ...	Ditto	Ditto Second ,,	
3	Nanuk Chund, ...	Ditto	Entrance Examination First,,	Gained Sir Stafford Northcote's prize.
4	Sree Ram, ...	Ditto	Ditto ,, ,,	
5	Lalla Peetum Roy, ...	Ditto	Ditto ,, ,,	
6	Abdool Raheem, ...	Ditto	Ditto ,, ,,	
7	Shunker Dial, ...	Ditto	Ditto ,, ,,	
8	Kedar Nath Chatterji, ...	Ditto	Ditto Second ,,	
9	Nazar Hosein, ...	Ditto	Ditto ,, ,,	
10	Syud Budder Ali, ...	Ditto	Ditto ,, ,,	
11	Ganeshi Lall, ...	Ditto	Ditto ,, ,,	
12	Aga Mirza Beg, ...	Ditto	Ditto ,, ,,	
13	Indra Narain, ...	Ditto	Ditto ,, ,,	
14	Seeta Ram, ...	Ditto	Ditto ,, ,,	
15	Arjoon Singh, ...	Ditto	Ditto Third ,,	
16	Gunga Sahai, ...	Ditto	Ditto ,, ,,	
17	Anund Pershad, ...	Ditto	Ditto ,, ,,	
18	Poornoo Chunder Ghoshal,.. ..	Ditto	Ditto ,, ,,	
19	Sumeshwer Dutt, ...	Ditto	Ditto ,, ,,	
20	Gujraj Singh, ...	Fyzabad School.	Ditto Second ,,	
21	Mata Pershad, ...	Ditto	Ditto ,, ,,	
22	Brij Mohun Lall, ...	Ditto	Ditto Third ,,	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

H. B. HARINGTON, M.A.,
Offg. Director of P. I., Oudh.

APPENDIX A.

TABLE No. XIV.—Return of Scholarships gained during the year 1869-70.

A.—Senior Scholarships gained at Colleges :

Name of Scholars.	College at which gained.	When gained.	Free or Stipendiary.	Rs. A. P.	For how long tenable.	For proficiency in what branch.	Remarks.
Hunnooman Pershad, ...	Canning College.	Jany. 1870.	Stipendiary,	20 0 0	One year,	C. U. First Arts' Examination, 2nd grade,	
Brojindro Nath Day, ...	Ditto,	Ditto,	Ditto,	20 0 0	Ditto,	Ditto, 1st grade,	
Bedho Bhoshun Mookerji ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	C. U. E. E., 2nd grade,	
Girja Dial, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 2nd grade,	
Ruffeeud-deen Beg.	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Eusoofuz-zaman, ...	Ditto,	Ditto,	Ditto,	7 0 0	Ditto,	Ditto, 1st grade,	
Birj Bahadoor, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st grade,	
Syud Alí, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd grade,	
Bishumbher Nath, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st grade,	
Nanuk Chund, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Sree Ram, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade,	
Lalla Pitum Roy, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 1st grade.	
Kidar Nath Chatterjee, ..	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Ganeshi Lall, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Gujraj Singh, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Mata Pershad, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd grade,	
Nazar Alí, ...	Ditto,	Ditto,	Ditto.	10 0 0	Ditto,	Ditto, 2nd grade,	Paid from Gondah Scholarship fund.
Hashim Alí Khan, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, 3rd grade,	Ditto ditto.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

Table No. XIVA.—Return of scholarships gained during the year 1869-70.

B. Junior scholarships gained at schools.

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable	For proficiency in what language.
Priya Nath Banerji, ..	Fyzabad,	Nov. 1869.	Stipendiary.	4 0 0	One year.	General proficiency Deptl. Examination.
Jotee Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Thakoor Dass, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ali Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Aulad Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhowanee Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Imdad Hosein, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Buns Gopal, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Mahadeo Pershad, ..	Do,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kunhaiya Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Zalim Singh, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Birj Mohun Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Kunj Beharee Lall, ..	Do.,	Do,	Do.,	3 0 0	Do.,	Do.,
Shew Amur Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Taliboollah, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Aubid Hosein, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ooma Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Pirbhoo Dial, ..	Roy Bareilly,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhobaneshwar, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Beharee Lall, ..	Do.,	Do.,	Do,	4 0 0	Do.,	Do.,
Mahadeo Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kalee Churun, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Hari Singh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Mumtaz, Hosein, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Abool Faiz, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shurf-ud-deen, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ram Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Nabi Mahomed, ..	Sultanpoor,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhugwan Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Narayen, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Ram Singh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,

TABLE No. XIV A.—(*Continued.*)

Name of scholars.	Schools at which gained.	When gained.	Free or stipendiary.		For how longtenable.	For proficiency in what language.
Sadiq Ali, ..	Gondah,	Nov. 1869.	Stipendiary.	3 0 0	One year.	General proficiency Deptl. Examination.
Mendee Loll, ..	Barabunkee,	Do.,	Do.,	4 0 0	Do.,	Do.,
Deen Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Béchoo Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Rikh Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Joy Dial, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kalka Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Janki Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Kalka Pershad, ..	Hurdui,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ebadullah, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Narain, ..	Do.,	Do..	Do.,	4 0 0	Do.,	Do.,
Jamiat Roy, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Munni Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Nabi Bukhsh, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Rughober Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Hur Saroop, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Munnoo Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Anni Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Mahomed Qaim, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Syud-ud-din, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Dustoor Ali, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Luchmun Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Gokul, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Budree Narain, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shew Bukhsh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Hur Dial, .	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Raj Bahadoor, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Nehal Singh, ..	Lakhimpoor,	Do.,	Do.,	4 0 0	Do.,	Do.,
Luchmi Narain, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Jankee Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Hur Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Buldeo Pershad ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shew Dial, ..	Oonao.	Do.,	Do.,	4 0 0	Do.,	Do.,

TABLE No. XIV A.—(*Continued.*)

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what language.
Kali Churun, ..	Oonao.	Jany. 1870.	Stipendiary.	4 0 0	One year.	General proficiency Deptl. Examination.
Ajudhia Pershad, ..	Do.,	Nov. 1869.	Do.,	4 0 0	Do.,	Do.,
Abdool-Baree, ..	Do.,	July 1869,	Do.,	4 0 0	Do.,	Do.,
Baij Nath, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Lalta Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Dial Singh, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bishashwar Dial, ..	Do.,	Nov. 1869,	Do.,	3 0 0	Do.,	Do.,
Rughober Sahai, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Durga Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Chunni Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Gokorn Nath, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ram Rutton, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Imdad Ali, ..	Seetapoor.	Do.,	Do.,	4 0 0	Do.,	Do.,
Basdeo Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bishashwar Nath ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Kirpa Dial, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kareem Bukhsh, ..	Model school Lucknow,	July 1869	Do.,	4 0 0	Do.,	Do.,
Wilayat Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Kalka Pershad, ..	Mulihabad,	Do.,	Do.,	4 0 0	Do.,	Do.,
Gunga Sahai, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do,
Jawahir Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Moostafa Ali, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Surfaraz Ali, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Abdool-Baree, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Mata Pershad, ..	Do.,	Do.,	Do,	2 0 0	Do.,	Do.,
Dabee Deen, ..	Amethí,	Do.,	Do.,	4 0 0	Do.,	Do.,
Madho Dial, ..	A. M. School Lucknow,	Nov. 1869.	Do.,	3 0 0	Do.,	Do.,
Kewul Kishore, ..	C. M. School,	Do.,	Do.,	4 0 0	Do.,	Do.,
Swami Dial, ..	Inhona.	Do.,	Do.,	3 0 0	Do.,	Do.,
Madho Pershad, ..	Canning College.	Do.,	Do.,	4 0 0	Do.,	Do.,
Raza Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVI.—Return of Private Donations and Endowments from which aid was received by the Department of Public Instruction Oudh, during the year 1869-70.

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
Lucknow District.				
Rája Kashí Pershád, Talukdár, ...	Cash.	207 0 0	Uncertain.	Building of Mohunlalganj School.
Rája Ratun Singh, do., ...	,,	101 0 0	,,	For education.
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	308 0 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	189 0 0	,,	,,
	Total Rupees, ..	497 0 0		
Barabunkee District.				
Rája Furzund Alí Khán, Talukdár of Jahangerabad, ...	Cash.	60 0 0	Uncertain.	For education.
Zeinool Abdeen, Talukdár of Guddiah, ...	,,	54 11 0	,,	,,
Rája Surubjeet Singh, Talukdár, ...	,,	214 8 0	,,	,,
Bádsháh Hossein Khan, do., ...	,,	96 0 0	,,	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	425 3 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	435 8 0	,,	,,
	Total Rupees, ..	860 11 0		
Oonao District.				
Buldeo Singh, Talukdár of Akohoree, ...	Cash.	102 0 0	Uncertain.	For education.
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	102 0 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	472 3 6	,,	,,
	Total Rupees, ..	574 3 6		
Seetapoor District.				
Rája Sheo Buksh Singh, Talukdár of Kotesur, ...	Cash.	53 0 0	Uncertain.	For education.
Nawáb Umjud Alí Khan, do. of Kunwa Khera, ...	,,	54 5 0	,,	,,

Rája Ameer Husun Khán, do. of Mahmoodabad, ...	,,	233 6 0	,,	,,
Rajá Ibad Alí Khán, do. of Painteypoor, ...	,,	68 10 0	,,	,,
Thákúr Gúmán Singh, do. of Rampoor Muttra, ...	,,	36 8 0	For a portion of the year only	,,
Thákúr Hurihar Buksh, do. of Suroura, ...	,,	20 15 0	,,	,,
Mírza Abbás Beg, do. of Baragaon, ...	,,	180 0 0	Uncertain,	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	646 12 0		
Add aggregate of smaller subscriptions, ...	,,	2,213 5 0		
	Total Rupees, ..	2,860 1 0		
Hurdui District.				
Rája Hurdeo Buksh, Talukdár, ...	Cash.	120 0 0	Uncertain,	For education.
Gujráj Singh, do., ...	,,	120 0 0	,,	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	,,	240 0 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	2,311 5 6	,,	,,
	Total Rupees, ..	2,551 5 6		
Kheree District.				
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	0 0 0	,,	
Add aggregate of smaller subscriptions, ...	,,	1,577 7 6	Uncertain,	For education.
	Total Rupees, ..	1,577 7 6		
Fyzabad District.				
Mír Bakur Hosein and Ghuzaffar Hosein, Talukdárs, ...	Cash.	120 0 0	Uncertain,	For education.
Mullick Hidayet Hosein, Talukdár, ...	,,	120 0 0	,,	,,
Rája Madho Pertáb Singh, do., ...	,,	204 0 0	,,	,,
Jahangir Buksh Khán, do., ...	,,	60 0 0	,,	,,
Ramroop Singh, do., ...	,,	60 0 0	,,	,,
Bábú Jamshed Ali Khán, do., ...	,,	180 0 0	,,	,,
Thákúrain Rugonath Kunr, do., ...	,,	60 0 0	,,	,,
Rája Khairat Ali, do., ...	,,	132 0 0	,,	,,
Thákúrain Hurdoss Kunr, do., ...	,,	60 0 0	,,	,,
Rája Shunkuree Buksh, do., ...	,,	204 0 0	,,	,,
Bábú Oodres Singh, Chundres Singh, do., ...	,,	132 0 0	,,	,,
,, Amres Singh, do., ...	,,	120 0 0	,,	,,
,, Joy Dutt Singh, do., ...	,,	84 0 0	,,	,,
,, Eshree Singh, do., ...	,,	144 0 0	,,	,,
Carried over,	...	1,680 0 0		

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
Brought forward, ..	...	1,680 0 0		
Fyzabad District.—(*Continued.*)				
Mahárája Mán Singh, Talukdár, ...	Cash.	600 0 0	Uncertain.	For education.
Bábú Oobhoy Dutt Singh, ditto.	"	60 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	2,340 0 0	"	"
Add aggregate of smaller subscriptions, ...	"	393 14 0	"	"
	Total Rupees, ..	2,733 14 0		
Baraich District.				
Rája Rundheer Singh Rája of Kupoorthulla, ...	Cash.	566 0 0	Uncertain.	For Boundee and Akounah aided schools.
Ditto. Ditto.	"	657 0 0	"	
Nawáb Nisar Alí Khán, Talukdár, ...	"	300 0 0	"	For Nawábganj and Nasirganj aided schools, the latter of which has been abolished of late.
	Total Rupees, ..	1,523 0 0		
Pertabgurh District,				
Dewan Run Bijoy Bahádúr Singh, Talukdár, Puttee Syfabad, ...	Cash.	60 0 0	Uncertain,	For education.
Total of subscriptions of Rs. 50 per annum and upwards	Cash.	60 0 0	"	"
Add aggregate of smaller subscriptions, ...	"	1,392 14 9	"	"
	Total Rupees, ..	1,452 14 9		
Sultanpoor District.				
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	...	Uncertain,	For education.
Add aggregate of smaller subscriptions, ...	"	433 8 0	"	"
	Total Rupees,	433 8 0		

Gondah District					
Mahárája Mán Singh, Talukdár of Bishumberpore, ...	Cash,	540 0 0	Uncertain.	For education.
Surfuraz Kunr, do. of Birwah, ...	,,	180 0 0	,,	,,
Hurnarain Pandey, do. of Akberpoor, ...	,,	240 0 0	,,	,,
Rája Pritheeput Sing, do. of Mankapoor, ...	,,	240 0 0	,,	,,
Mahárája Digbijay Singh, do. of Bulrampore, ...	,,	600 0 0	,,	,,
Rája Kishen Dutt, do. of Singa Chunda, ...	,,	480 0 0	,,	,,
Rája Rundheer Singh, do. of Paraspoor, ...	,,	108 0 0	,,	,,
Mirtoonjey Buksh, do. of Shahpore, ...	,,	72 0 0	,,	,,
Rugber Singh, do. of Dhunoora, ...	,,	84 0 0	,,	,,
Ajeet Singh, do. of Deotaha, ...	,,	72 0 0	,,	,,
Shere Bahádúr Singh, do. of Kumair, ...	,,	123 0 0	,,	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	2,739 0 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	534 1 3	,,	,,
	Total Rupees, ..	3,273 1 3		
Grand total ..	Rupees, ...	18,337 2 6		
Talukdárí Subscription not collected through District Officers,				
Gondah District.				
Mahárája Drigbijay Singh K. C. S. I., Talukdár of Bulrampúr, ..	Cash,	2,641 12 6	Uncertain,	For Bulrampúr Sadr and Mofussil schools.
	Total Rupees, ...	2,641 12 6		
Seetapoor District.				
Rája Ameer Hussun Khan, Talukdár of Mahmúdabad, ...	Cash,	1,050 0 0	Uncertain,	For Mahmúdabad school.
	Total Rupees, ...	1,050 0 0		
Baraich District.				
Rája of Bhinga, Talukdár of Bhinga, ...	Cash,	31 2 0	Ceased,	For Bhinga school.
	Total Rupees, ...	31 2 0		
Grand Total ..	Rupees, ...	3,722 14 6		

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.				
Lucknow District.				
Rája Káshí Pershád, Talukdár, ...	½ per cent on sadr juma.	172 1 3	Permanent.	
Kunhya Lall, Talukdár, ...	,,	70 8 0	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	242 9 3	,,	
Add aggregate of smaller subscriptions, ...	,,	241 2 9	,,	
	Total Rupees, ..	483 12 0		
Oonao District.				
Choudri Gopal Singh, Talukdár of Mahomdabad, ...	Cash,	74 12 0	,,	
Choudrí Hashmat Alí, do. of Araish, ...	,,	88 6 0	,,	
Rája Káshí Pershad, do.	,,	85 4 6	,,	
Mahunt Hurchurn Dass, do. of Murwasee, ...	,,	158 14 3	,,	
Rája Kunhya Lall do.	,,	337 1 3	,,	
Buldeo Buksh do. of Akawree, ...	,,	68 0 0	,,	
Shunker Buksh do. of Pahoo Golaria, ...	,,	70 0 0	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	882 6 0	,,	
Add aggregate of smaller subscriptions,..	,,	496 8 0	,,	
	Total Rupees, ..	1,378 14 0	,,	
Kheree District.				
Rája Indur Bikram Sah Talukdár, ...	Cash,	144 1 0	,,	
Thakur Bulbhudder Singh, do. of Muhewa,..	,,	229 15 9	,,	
Rája Nurput Shah do.	,,	144 0 0	,,	
Rája Unrood Singh do. of Oel, ...	,,	350 10 6	,,	
Rája Runjeet Singh, do.	,,	129 15 0	,,	
Rao Mooneshur Buksh, do.	,,	125 8 0	,,	
Rája Gunga Singh, do. of Bhoor, ...	,,	280 10 0	,,	

Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	1,404 12 3	Permanent.
Add aggregate of smaller subscriptions, ...	,,	145 10 3	,,
	Total Rupees, ..	1,550 6 6	,,

Seetapoor District.

Nawáb Amjud Alí Khan, Talukdár, ...	Cash,	191 12 5	Permanent.
Rája Sheo Ruksh Singh, do., ...	,,	111 7 9	,,
Fuzul Alí Khan, do., ...	,,	86 15 10	,,
Rája Ameer Hosein Khan, do., ...	,,	1,041 9 6	,,
Rája Ibad Alí Khan, do., ...	,,	243 14 0	,,
Padsha Hosein Khan, do., ...	,,	54 9 0	,,
Thakúr Jawahir Singh, do., ...	,,	129 12 0	,,
Hurihur Buksh, do., ...	,,	133 3 0	,,
Thakúr Bhawanideen, do., ...	,,	56 2 0	,,
Thakúr Banee Singh, do., ...	,,	81 2 0	,,
Thakúr Runjeet Singh, do., ...	,,	75 5 6	,,
Thakúr Anunt Singh, do., ...	,,	51 10 5	,,
Seth Seetaram and Rughbur Dyal Talukdárs, ...	,,	103 7 6	,,
Thakúr Guman Singh, Talukdár, ...	,,	110 9 6	,,
Mirzá Aga Jan, do., ...	,,	138 8 0	,,
Ahmed Alí Beg, do., ...	,,	56 12 0	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	3,466 12 5	,,
Add aggregate of smaller subscriptions, ...	,,	395 11 10	,,
	Total Rupees, ..	3,862 8 3	,,

Gondah District.

Rája Kisheo Dutt, Talukdár, ...	Cash,	925 0 0	Permanent.
Pandey Hur Narain, do., ...	,,	64 0 0	,,
Rája Rundheer Singh, do., ...	,,	102 8 0	,,
Thakúr Surfraz Kunr, do., ...	,,	81 0 0	,,
Thakúr Rughbur Singh, do., ...	,,	86 4 0	,,
Mahunt Hurchurn Dass, do., ...	,,	60 12 0	,,
Thakúr Murtonjay Buksh do., ...	,,	74 8 0	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	1,394 0 0	,,
Add aggregate of smaller subscriptions, ...	,,	196 0 0	,,
	Total Rupees ..	1,590 0 0	,,

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
Baraich District.				
Rája Rajgán Rundheer Singh, Talukdár, ...	¼ per cent on sadr jama.	1,240 8 0	Permanent.	
Rája Jung Bahadur Khan, do., ...	,,	604 0 0	,,	
Nawáb Newazish Alí, do., ...	,,	75 8 0	,,	
Rája Nurput Singh, do., ...	,,	295 0 0	,,	
Rája Rughu Nath Singh, do., ...	,,	117 0 0	,,	
Meer Moozuffer Hosein, do., ...	,,	52 0 0	,,	
Rája Seetla Buksh Singh, do., ...	,,	174 0 0	,,	
Rája Oodey Pertab Singh, do., ...	,,	131 0 0	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	2,689 0 0	,,	
Add aggregate of smaller subscriptions, ...	,,	138 0 0	,,	
	Total Rupees, ..	2,827 0 0		
Sultanpoor District.				
Rance Sada Beebee Talukdár, ...	Cash,	72 11 6	Permanent.	
Kalka Buksh, do., ...	,,	50 0 0	,,	
Rája Shunkeree Buksh, do., ...	,,	75 12 0	,,	
Bábú Sarubjeet Singh, do., ...	,,	63 1 0	,,	
Rája Sookmungul Singh, do., ...	,,	89 9 6	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	351 2 0	,,	
Add aggregate of smaller subscriptions, ...	,,	171 8 7	,,	
	Total Rupees, ..	522 10 7		
Pertabgurh District.				
Chundika Buksh Talukdár, ...	Cash,	58 13 1	Permanent.	
Bajrung Bahádúr Sing do., ...	,,	74 9 2	,,	
Hanuman Buksh, do., ...	,,	89 1 8	,,	
Rája Bijey Bahádúr Singh do., ...	,,	178 9 8	,,	
Bábú Daw Bahádúr Pal, do., ...	,,	107 11 9	,,	
Bábú Bulbhudder Singh, do., ...	,,	72 5 3	,,	
Rája Jagut Bahádúr Singh, do., ...	,,	366 3 4	,,	

Thákúr Baijnath Kunr, do., ...	Cash,	217 14 2	Permanent,
Thákúr Kublass Kunr, do., ...	,,	217 7 10	,,
Lall Seetla Buksh, do., ...	,,	77 11 11	,,
Rája Rampal Singh, do., ...	,,	414 12 3	,,
Rája Jugwaishwur Buksh, do., ...	,,	120 11 10	,,
Rája Jugpal Singh, do., ...	,,	198 3 6	,,
Thákúr Ajit Kunr, do., ...	,,	246 13 0	,,
Dewán Rambejey Bahadúr, do., ...	,,	296 15 3	,,
Rai Madho Pershad, do., ...	,,	217 3 6	,,
Rai Drigbijey Singh and Biseshur Singh, Talukdárs, ...	,,	196 0 6	,,
Jagut Narain Singh, Talukdár, ...	,,	189 2 0	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	3,340 5 8	,,
Add, aggregate of smaller subscriptions, ...	,,	604 8 9	,,
	Total Rupees,	3,944 14 5	
Barabunkee District.			
Hakim Karam Alí, Talukdár, ...	Cash,	73 2 0	Permanent,
Kazee Ikram Ahmed, do., ...	,,	94 6 0	,,
Choudree Mahomed Hosein, do., ...	,,	55 0 10	,,
Meer Búnyad Hosein, do., ...	,,	70 13 0	,,
Rája Sarubjeet Singh, do., ...	,,	628 8 0	,,
Padhsha Hosein Khan, do., ...	,,	51 6 5	,,
Choudri Surfraz Ahmed, do., ...	,,	66 13 0	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash,	1,040 1 3	,,
Add aggregate of smaller subscriptions, ...	,,	65 15 6	,,
	Total Rupees,	1,106 0 9	
Hurdui District.			
Bhárath Singh, (Thákúr,) Talukdár, ...	¼ per cent on sadr. jama.	78 0 0	Permanent,
Rae Doorga Pershad, do., ...	,,	91 9 0	,,
Rája Futteh Chund, do , ...	,,	91 9 0	,,
Rája Rundheer Singh, do., ...	,,	70 11 0	,,
Rája Hurdeo Singh, do., ...	,,	180 0 0	,,
Waseek Hyder, do., ...	,,	56 3 0	,,
Total of subscriptions of Rs. 50 per annum and upwards, .. .	Cash,	568 0 0	,,
Add aggregate of smaller subscriptions, ...	,,	250 3 3	,,
	Total Rupees,	818 3 3	

TABLE XVI.—(*Continued.*)

Name of donor.		Description of donation.	Annual value.	For what period to continue.	Remarks.
Roy Bareilly District.					
Rana Shunker Buksh,	Talukdár,	½ per cent on sadr jama.	607 8 0	Permanent,	
Rája Sheopal Singh,	do.,	,,	276 14 0	,,	
Thákúrain Achal Kunr,	do.,	,,	156 12 0	,,	
Surdar Singh,	do.,	,,	107 14 0	,,	
Ajoodhya Buksh,	do.,	,,	98 8 0	,,	
Rája Hindpal Singh,	do.,	,,	122 9 0	,,	
Rája Jugmohun Singh,	do.,	,,	56 2 6	,,	
Jugar Nath Buksh,	do.,	,,	127 14 0	,,	
Chandurpal Singh,	do.,	,,	142 1 0	,,	
Saadut Khan &c.	do.,	,,	70 6 0	,,	
Thakúrain Duriao, Kunr,	do.,	,,	190 10 0	,,	
Captain Goolab Singh,	do.,	,,	143 4 0	,,	
Rája Jugpal Singh,	do.,	,,	120 12 0	,,	
Choudree Bulbhudder Singh,	do.,	,,	84 4 0	,,	
Shankur Buksh,	do.,	,,	50 15 0	,,	
Rája Kunhya Lall,	do.,	,,	122 15 0	,,	
Rája Oomrao Singh,	do.,	,,	56 12 0	,,	
Rája Jugmohun Singh,	do.,	,,	84 8 0	,,	
Hurchund Singh, &c.,	do.,	,,	54 0 0	,,	
Thakúrain Kudum Kunr,	do.,	,,	60 14 10	,,	
Bábú Sarubjit Singh,	do.,	,,	57 9 4	,,	
Sheodut Sing,	do.,	,,	69 9 6	,,	
Total of subscriptions of Rs. 50 per annum and upwards,		,,	2,862 10 2	,,	
Add aggregate of smaller subscriptions,		,,	809 13 7	,,	
		Total Rupees,	3,672 7 9	,,	
Fyzabad District.					
Rája Madho Pertab Singh,	Talukdár,	½ per cent. on sadr jama.	141 8 0	,,	
Mahárája Mán Singh,	do.,	,,	1,604 0 0	,,	
Rája Shunkeree Buksh Singh,	do.,	,,	170 0 0	,,	
Bábú Unnes Singh,	do.,	,,	221 6 0	,,	
Bábú Hurdut Singh,	do.,	,,	79 11 0	,,	
Khyrat Alí Khan,	do.,	,,	80 6 0	,,	
Thákúrain Hurdás Kunr,	do.,	,,	103 15 0	,,	

Bábú Oodress Singh and Chundress Singh Talukdárs,	...	...	„	236	0	0	„
Bábú Seetla Buksh Singh, Talukdár,	..	..	„	58	0	0	„
Mulick Hyder Hosein, do.,	..	...	„	58	7	0	„
Meer Baqer Hosein and Ghuzuffer Hosein Talukdárs,	..	..	„	202	8	0	„
Bábú Keshopershad Singh, Talukdár,	...	..	„	79	1	0	„
Bábú Jydut Singh, do.,	...	...	„	343	6	0	„
Bábú Sheopergas Singh, do.,	...	...	„	70	8	0	„
Thakúrain Rughonath Kunr, do.,	...	...	„	195	3	0	„
Bábú Moheep Narain Singh, do.,	...	...	„	70	1	0	„
Total of subscriptions of Rs. 50 per annum and upwards,	..	..	„	3,714	0	0	„
Add aggregate of smaller subscriptions,	..	..	„	323	0	0	„
			Total Rupees, ..	4,037	0	0	„
Grand Total			Rupees, ..	25,793	13	6	„

RECAPITULATION.

Grand total of Talukdárs' subscriptions to Government and Private Schools (excluding Canning College) collected through District Officers during 1869-70,	..	..	„	18,337	2	6	„
Grand total of Talukdárs' subscriptions to Government and Private Schools (excluding Canning College) not collected through District Officers during 1869-70,	..	..	„	3,722	14	6	„
Do. do. to Canning College during 1869-70,	..	..	„	25,793	13	6	„
Grand Total			Rupees, ..	47,853	14	6	„

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh during the year 1869-70.

			Salaries	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.	Remarks.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
	General Establishment.	From Imperial Revenues,	44,160 5 9	...	...	25,498 14 2	...	69,659 3 11	
		„ One per cent educational cess fund, ...	4,327 5 8	...	...	6,257 1 8	...	10,584 7 4	
		„ Other sources, ...	...	...	...	...	...	...	
	Government Colleges and Schools.								
General.	Higher Class,	From Imperial Revenues, ...	14,175 5 0	1,166 0 0	...	778 12 0	...	16,120 1 0	
		„ One per cent educational cess fund, ...	...	...	...	...	...	...	
		„ Other sources, ...	2,241 11 9	286 8 0	...	277 0 0	...	2,805 3 9	
	Middle Class,	From Imperial Revenues, ...	57,844 7 6	2,515 13 1	817 15 10	5,899 5 9	...	67,077 10 2	
		„ One per cent educational cess fund, ...	3,136 13 9	...	...	...	...	3,136 13 9	
		„ Other sources, ...	13,935 9 8	844 13 11	...	422 0 0	...	15,202 7 7	
	Lower Class.	From Imperial Revenues, ...	...	...	...	...	...	...	
		„ One per cent educational cess fund, ...	55,798 15 4	...	28,956 6 2	4,874 7 5	...	89,629 12 11	
		„ Other sources, ...	...	...	...	5,164 7 4	...	5,164 7 4	
	Female Schools,	From Imperial Revenues, ...	3,019 4 9	...	...	36 0 0	...	3,055 4 9	
		„ One per cent educational cess fund, ...	1,523 6 0	...	...	...	...	1,523 6 0	
		„ Other sources, ...	12 4 3	...	...	...	...	12 4 3	
	Jail Schools,	From Imperial Revenues, ...	...	...	...	...	...	...	
		„ One per cent educational cess fund, ...	...	...	...	...	...	...	
		„ Other sources, ...	300 0 0	...	...	79 8 0	...	379 8 0	
Special.	Normal Schools,	From Imperial Revenues, ...	4,220 8 10	2,360 4 9	...	1,547 10 0	...	8,128 7 7	
		„ One per cent educational cess fund, ...	3,515 10 4	7,659 0 6	...	1,333 5 0	...	12,507 15 10	
		„ Other sources, ...	...	...	...	212 8 0	...		

	Private Colleges and Schools.																	
General.	Private College,	From Imperial Revenues, ...	..		1,539	6	0	..			..		6,092	5	9	7,631	11	9
		„ One per cent. educational cess fund, ...	..		..			..			..		..			..		
		„ Other sources, ...	..		..			..			..		9,402	0	3	9,402	0	3
	Private Schools.																	
	Higher Class,	From Imperial Revenues, ...	..		189	0	0	..			..		18,907	10	3	19,096	10	3
		„ One per cent. educational cess fund, ...	..		..			..			..		..			..		
		„ Other sources, ...	..		..			..			..		18,128	7	7	18,128	7	7
	Middle Class,	From Imperial Revenues, ...	..		107	0	0	6,718	8	0	..		17,421	8	1	24,247	0	1
		„ One per cent. educational cess fund, ...	..		..			..			..		196	0	0	196	0	0
		„ Other sources, ...	..		..			6,994	0	0	..		18,776	6	3	25,770	6	3
	Lower Class,	From Imperial Revenues, ...	..		..			..			..		4,077	15	2	4,077	15	2
		„ One per cent. educational cess fund, ...	..		..			..			..		541	8	0	541	8	0
		„ Other sources, ...	..		..			4,927	0	0	..		6,503	3	9	11,430	3	9
	Female Schools,	From Imperial Revenues, ...	..		..			..			..		5,123	9	7	5,123	9	7
		„ One per cent. educational cess fund, ...	..		..			..			..		..			.		
		„ Other sources, ...	..		..			..			..		6,804	15	7	6,804	15	7
Special.	Normal School,	From Imperial Revenues, ...	..		..			..			..		..			..		
		„ One per cent. educational cess fund, ...	..		..			..			..		..			..		
		„ Other sources, ...	..		..			..			..		..			..		
	Total of Imperial Revenues, ...		1,23,419	15	10	7,877	7	10	7,536	7	10	33,760	9	11	51,623	0	10	2,24,217	10	3
	„ of one per cent. educational cess fund,		68,302	3	1	7,659	0	6	28,956	6	2	12,464	14	1	737	8	0	1,18,119	15	10
	„ of other sources, ...		16,489	9	8	1,131	5	11	11,921	0	0	6,155	7	4	59,615	1	5	95,312	8	4
	Grand Total, ...		2,08,211	12	7	16,667	14	3	48,413	14	0	52,380	15	4	1,11,975	10	3	4,37,650	2	5

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX B.

Table I.—Results of the Examination of the University of Calcutta for the year 1869-70.

Name of Examination.	Number of affiliated colleges.	Number of their students.	Number of candidates.	Average age.	Education.		Religion.				Passed.			Net cost to State.	Remarks.
					Government schools.	Private schools.	Christians.	Hindús.	Mahomedans.	Others.	First Division.	Second Division.	Third Division.		
														Rs.	
Entrance Examination,	...	1142	32	...	6	26	...	26	6	...	5	9	6	*30510	*This is the net cost to Government of the 2 institutions (Canning College School and Oriental Department and Fyzabad Zillah school).
First Examination in Arts, ...	1	38	3	...	...	3	1	2	...	...	1	1	...	†7632	†This is the net cost to Government of the Canning College, College Department.
B. A. Examination, ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M. A. Examination, ..	...	...	...	...	..	..	...	...	...	...	...	...	...	...	
B. L. Examination, ..	...	...	...	...	...	...	...	...	...	...	...	..	...	...	
L. L. Examination, ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S. First Examination, ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
L. M. S. Second Examination, ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
B. M. Examination, ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
M. D. Examination, ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Total, ..	1	1180	35	...	6	29	1	28	6	..	6	10	6	38142	

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A,

Offg. Director of Public Instruction, Oudh.

APPENDIX B.

TABLE II. General Statement of Educational Institutions in the Province of Oudh in the year 1869-70.

	Government Institutions.												Private Institutions aided and unaided.														
					Teachers.		Income.			Number of persons instructed in			Class.						Income.			Number of persons instructed in					
	Number.	Number of Students on Rolls.	Average daily attendance.	Average age.	Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindú.	Mahomedan.	Christian.	Total.	Average daily attendance.	From endowment.	From fees.	From Government grants.	English.	Vernacular.	General.	Grand total schools.	Grand total average attendance.	Proportion of attendance to population.
							Rs.	Rs.	Rs.										Rs.	Rs.	Rs.						
Colleges.																											
Arts,	...	...	...	...	...	..	...	...	...	...	...	...	1	...	...	...	1	21	9303	99	7632	29	...	28	1	21	As 1 to 421, the population of Oudh being 11,220,232.
Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools.																											
Higher,	2	661	525	...	1	17	17163	1762	18925	466	890	322	1	...	...	...	1	555	23787	3321	19097	506	502	247	3	1080	
Middle,	54	6043	4917	...	3	129	77477	7940	85417	2150	7497	2081	24	...	...	...	24	1737	24145	3178	24247	1098	2288	865	78	6654	
Lower,	544	21501	16198	...	...	767	56179	5164	61343	10	21510	2074	40	...	...	...	40	1506	6434	637	4078	5	1932	246	584	17704	
Girls' schools.																											
Higher,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	40	6674	2327	2430	80	...	...	1	40	
Lower,	38	879	714	...	...	38	4591	...	4597	...	679	...	10	...	...	...	10	193	2726	...	2693	...	246	...	48	907	
Normal schools.																											
For Masters,	1	184	181	...	1	8	19412	...	19412	...	368	150	...	...	...	...	...	...	...	...	...	...	...	...	1	181	
For Mistresses,	1	17	16	...	1	1	1437	...	1437	...	17	...	...	...	...	...	...	...	...	...	...	...	...	...	1	16	
Total	640	29285	22551	...	6	960	176259	14866	191125	2626	30961	4627	76	...	...	1	77	4052	73069	9562	60177	1718	4968	1386	717	26603	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction Oudh.

APPENDIX C.

SCHEME OF STUDIES FOR ZILLAH SCHOOLS IN OUDH.

CLASS VII. *(First year.)*

URDU, ...	*Reading.*	Mufid-ul-mubtadi, ...	2 Hours daily.
	Writing.	Copy on Takhties every letter, word, and sentence as read in the Mufid-ul-mubtadi.	
	Arithmetic.	Figures and Multiplication Table to 12 times, ...	1 Hour.
NAGRI,...	*Reading.*	Barn Prakasika,...	2 Hours.
	Writing.	As in Urdu.	

CLASS VI. *(2nd year.)*

ENGLISH.	*Reading.*	Howard's Primer with meanings (Write out the translation on Saturdays.)...	2 Hours.
	Writing.	Copies on Slates (capital letters, small letters, large and round hand sentences)	
URDU, ...	*Reading.*	Daira Ilm (1st half year) and Insha Urdu part 1 (2nd half year), ...	2 Hours.
	Writing.	Write to Dictation on Takhties the lessons in D. I. and copy on paper with proper Alqabs &c. the letters from I. U. on takhties (Copies, and copy reading lessons: extreme neatness necessary.)... ...	
	Arithmetic.	Numeration, Notation, 1st four rules,...	1 Hour.
NAGRI,...	*Reading.*	Patr Dipka, (3 times a week,)...	1 Hour.
	Writing.	As in Urdu, (twice a week,)	

CLASS V. *(3rd year.)*

ENGLISH.	*Reading.*	Howard's II Book Part I. (Vide Remark in class VI.) 1 hour daily, ...	2 Hours.
	Writing.	Large *and Round* hand copies in copy books (thrice weekly for 1 hour,)	
	Translation.	Baboo Mathura Pershad's Primer, (twice weekly, exercises to be written out neatly on Saturdays,)...	
URDU, ...	*Reading.*	Haqaiq-ul-Moujudat the whole.	2 Hours.
	Writing.	Letters copied or *original*, on paper, Dictation on Slates, Penmanship: N. Kishore's copy books: the headings to be copied on takhties first and afterwards on paper.	
	Grammar.	Qawaid Urdu Part II to the end of Jumla Inshayi, (2 hours weekly,) with Parsing and derivation in the Reading Lesson....	1 Hour.
NAGRI,...	*Reading.*	Bidyankur Lessons 1 to 18 (2 hours weekly,) ...	
	Writing.	As in Urdu, (1 hour weekly,)	
URDU, ...	*Arithmetic.*	Reduction and Compound rules: (examples from Mubadi-ul-Hisab, Zubdat-ul-Hisab, &c. &c., Four hours weekly.) (English & Urdu figures.) ...	1 Hour
	Geography.	As in Awul Jagrafia to the end of Asia (orally or by book as most convenient.)	

CLASS IV. (*4th year.*)

ENGLISH.	*Reading.*	Piary Charn's Reader No. III (Vide remark in Class VI.)	2 Hours.
	Writing.	Large, round, and small hand copies in Copy-books (thrice weekly for 1 hour.)	
	Grammar.	Grammatical Primer pages 1 to 26, (twice a week for 1 hour.)	
	Translation.	Urdu into English from Insha Urdu I. (twice weekly for 1 hour.	1 Hour.
NAGRI...	*Reading.*	Bidyankur, twice weekly for 1 hour.	
	Writing.	Dictation from ditto, once a week for 1 hour. ...	
URDU PERSIAN.	*Reading.*	Waqiat Hind to the death of Jehangir, (remainder,) & Gulzar Dabistan: alternately.	2 Hours.
	Writing.	Newul Kishore's copy-books. Original letters and exercises, and translations from Persian on paper, thrice weekly for 1 hour.	
	Grammar.	Zawabit-i-Farsi (whole) with Parsing in the reading lesson. Twice weekly for one year.	
URDU, ...	*Arithmetic.*	Vulgar & Decimal Fractions, (Vide remarks in class V) 4 hours a week.	1 Hour.
	Geography.	As in Awul Jagrafia, remainder.	

CLASS III. (*5th year.*)

ENGLISH.	*Reading.*	Howard's III. Book. Part I. pp. 9-99, omitting Lessons, 4, 25, 30, and 37, one hour daily. (easy parsing the last quarter of the hour, ...	3 Hours. (a) The richer Boys may buy the "Manual" which will be useful in the Entrance class. In the lower classes the large print only need be read.
	Writing.	Large, round & small hand copies in copy-books, twice a week for 1 hour. Dictation on slates 1 hour a week.	
	Translation.	Urdu into English from Haqaiqul-moujudat. Twice weekly for 1 hour, ...	
	Grammar.	Grammatical Primer, remainder with revision of the whole. Twice weekly for 1 hour.	
	Geography.	Outlines of Geography, to the end of Asia, (*a*) Thrice weekly for 1 hour,..	
URDU PERSIAN.	*Reading.*	Waqiat Hind (remainder) and Dustur us Sibyan on alternate days, ...	3 Hours.
	Writing.	Original essays, and translations from Persian: twice weekly for 1 hour, ...	
		Translation from English Reader into Urdu: thrice weekly for 1 hour, ...	
	Arithmetic.	Simple and Compound Proportion, Examples involving Vulgar & Decimal Fractions from all the text books available. Thrice weekly for 1 hour, ...	
	Geometry.	Tehrir Uclidus Books I and II.	

N. B. Examination in writing every Saturday in this and higher classes.

CLASS II. (*6th year.*)

ENGLISH.	*Reading.*	Howard's III. Book part 2, only Lessons I to III. the Geographical Lessons and Lessons on money mattters: and the Poetical Lessons 4, 11, 20, 22, 36, and 48: one hour daily including parsing ...	3 Hours.
	Writing.	Dictation on slates, twice weekly for 1 hour. Copy Books, once: Translation from Waqiat Hind twice,	
	Grammar.	Parsing and derivation in the daily reading lesson, ...	
	Geography.	Outlines of Geography: Europe. Three times a week for one hour, ...	
	History.	Landmarks of Ancient History Chaps. I to VII. Twice a week, ...	

MATHEMATICS (ENGLISH)	*Arithmetic*	Revise rules previously learned in Urdu. Thrice weekly,	1 Hour.
	Algebra.	First 4 Rules and Fractions. Twice weekly, ...	
	Geometry.	Euclid Books I and II with easy deductions, Four times, a week, ...	2 Hours.
URDU PERSIAN.	*Reading.*	Akhlaq mohsini, ...	
	Writing.	Translation from English Reader: twice a week, ...	
		Original exercises and translation from and into Persian (Evening lesson.)	

CLASS I. *(7th year.)*

ENGLISH,	*Reading.*	Half the University Entrance Course for the following year. Thrice weekly.
	Grammar.	Hiley's Grammar, Syntax. Twice a week.
	Composition.	Translation from the Urdu Course: twice a week in Class (prepare at home). Paraphrasing, and written answers, thrice weekly. Written Examination every Saturday.
	History.	Landmarks of Ancient History (remainder). Thrice weekly. Marshman's India, Chapters I to VII. Thrice weekly.
	Geography.	Outlines of Geography, remainder. Twice weekly.
MATHEMATICS.	*Arithmetic.*	Practice, Interest, Square and Cube Root, Profit and Loss, Stocks, &c. &c., Twice weekly.
	Algebra.	Involution, Evolution and Simple Equations (Colenso) with examples from Wood. Thrice weekly.
	Geometry.	Euclid III and IV with easy deductions. Twice weekly.
URDU PERSIAN.	*Reading.*	Half the University Entrance Course for the following year. Twice weekly. Nigar Danish I to III. Once a week, to be prepared at home.
	Writing.	Translation from English. Evening lesson twice a week, once in class.
	Grammar.	Forbes' Hindustani Grammar. Sections II to IV orally, once a week.

ENTRANCE CLASS (*8th year.*)

Entrance Course for the year.

LUCKNOW:
OFFICE OF DIRECTOR P. I., OUDH,
The 10th August 1868.

W. HANDFORD,
Director of P. I., Oudh.

APPENDIX D.

SCHEME OF STUDIES FOR ZILLAH SCHOOLS IN OUDH.

CLASS VIII.—(*First year*).

URDU, ...	*Reading.*	Mufid-ul-mubtadi, ...	2 Hours. daily.
	Writing.	Copy on Takhties every letter, word, and sentence as read in Mufid-ul-mubtadi, ...	
	Arithmetic.	Figures and Multiplication Table to 12 times, ...	1 Hour.
NAGRI (*a*)	*Reading.*	Barn Prakasika,...	2 Hours.
	Writing.	As in Urdu, ...	

CLASS VII.—(*2nd year*).

ENGLISH,	*Reading.*	Howard's Primer with meanings (Write out the translation on Saturdays),...	2 Hours.
	Writing.	Copies on Slates (capital letters, small letters, large and round hand sentences),...	
URDU, ...	*Reading.*	Talim-ul-mubtadi (1st half year) and Mufid-ul-Insha (2nd half year), ...	2 Hours.
	Writing.	Write to Dictation on Takhties the lessons in T. M. and copy on paper with proper Alqabs, &c., the letters from Mufid-ul-Insha on takhties (Copies, and copy reading lessons: extreme neatness necessary), ...	
	Arithmetic.	Numeration, Notation, 1st four rules, ...	1 Hour.
NAGRI (*a*)	*Reading.*	Patr Dipka, (3 times a week), ...	1 Hour.
	Writing.	As in Urdu, (twice a week), ...	

CLASS VI.—(*3rd year*).

ENGLISH,	*Reading.*	Howard's II Book Part I (Vide Remark in class VII) 1 hour daily,...	2 Hours.
	Writing.	Large *and Round* hand copies in copy-books (thrice weekly for 1 hour), ...	
	Translation.	Baboo Mathura Pershad's Primer, (twice weekly, exercises to be written out neatly on Saturdays), ...	
URDU, ...	*Reading.*	Haqaiq-ul-Moujudat the whole, ...	2 Hours.
	Writing.	Letters copied or *original*, on paper, Dictation on Slates, Penmanship: N. Kishore's copy-books: the headings to be copied on takhties first and afterwards on paper,	
	Grammar.	Qawaid Urdu Part II to the end of Jumla Inshayi, (2 hours weekly,) with Parsing and derivation in the Reading Lesson, ...	1 Hour.
NAGRI (*a*)	*Reading.*	Bidyankur Lessons 1 to 18 (2 hours weekly), ...	
	Writing.	As in Urdu, (1 hour weekly), ...	
URDU, ...	*Arithmetic.*	Reduction and Compound rules: (examples from Mubadi-ul-Hisab, Zubdat-ul-Hisab, &c., &c., four hours weekly, English and Urdu figures), ...	1 Hour.
	Geography.	As in Awul Jagraphia to the end of Asia (orally or by book as most convenient), ...	

(*a*). Nagri may be omitted at the discretion of the Director or Inspector.

CLASS V.—(*4th year.*)

ENGLISH,	*Reading.*	Peary Charn's Reader No. III * (omitting chapters IV and V) (vide remark in class VII), ...	2 Hours.
	Writing.	Large, round, and small hand copies in copy-books (thrice weekly for 1 hour), ...	
	Grammar.	Grammatical Primer pages 1 to 26, (twice a week for 1 hour), ...	
	Translation.	Urdu into English from Talim-ul-Mubtadi (twice weekly for 1 hour), ...	1 Hour.
NAGRI (*a*)	*Reading.*	Bidyankur, twice weekly for 1 hour, ...	
	Writing.	Dictation from ditto, once a week for 1 hour, ...	
URDU PERSIAN,	*Reading.*	Waqiat Hind to the death of Jehangir, and Gulzar Dabistan: alternately, ...	2 Hours.
	Writing.	Newul Kishore's copy-books. Original letters and exercises, and translations from Persian on paper, thrice weekly for 1 hour, ...	
	Grammar.	Zawabit-i-Farsi (whole) with Parsing in the reading lesson. Twice weekly for one year, ...	
URDU,	*Arithmetic.*	Vulgar and Decimal Fractions, (Vide remarks in class VI) 4 hours a week, ...	1 Hour.
	Geography.	As in Awul Jagraphia, remainder, ...	

*Learn by heart the following lessons:—
In Chapter 1, 6, 8, 14, and 16.
Chapter II, 16
Chapter III, 6, 8, and 18.

CLASS IV.—(*5th year.*)

ENGLISH,	*Reading.*	Peary Charn's Reader No. IV including the list of prefixes and affixes at the end. One hour daily* (easy parsing the last quarter of the hour),...	3 Hours.
	Writing.	Large round and small hand copies in copy-books, twice a week for 1 hour. Dictation on slates one hour a week, ...	
	Translation.	Urdu into English from Waqiat Hind. Twice weekly for one hour, ...	
	Grammar.	Grammatical Primer, remainder with revision of the whole. Twice weekly for one hour, ...	
	Geography.	Outlines of Geography, to the end of Asia, (*a*) Thrice weekly for one hour, ...	
URDU PERSIAN,	*Reading.*	Waqiat Hind (remainder) and Dustur us Sibyan on alternate days, ...	3 Hours.
	Writing.	Original essays, and translations from Persian: twice weekly for one hour, ...	
		Translation from English Reader into Urdu: thrice weekly for one hour, ...	
	Arithmetic.	Simple and Compound Proportion, Examples involving Vulgar and Decimal Fractions from all the text books available. Thrice weekly for one hour, ...	
	Geometry,	Tehrir Uclidus Book I and II, ...	

*Learn by heart the following lessons.—
In Chapter I, 7.
In Chapter II, 12
In Chapter III, 6, 12.
In Chapter IV 3, 15.

(*a*). The richer Boys may buy the "Manual" which will be useful in the entrance class In the lower classes the large print only need be read.

N. B.—Examination in writing every Saturday in this and higher classes.

CLASS III.—(*6th year.*)

ENGLISH,	*Reading.*	Howard's III book part 2, only lessons I to III the Geographical lessons and lessons on money matters: and the Poetical lessons 4, 11, 20, 22, 36, and 48: one hour daily including parsing, ...	3 Hours.

CLASS III.—(*6th year.*)—*Contd.*

ENGLISH,	*Writing.*	Dictation on slates, twice weekly for one hour. Copy books, once. Translation from Waqiat Hind or Akhlaq Mohsini twice, ...	3 Hours.
	Grammar.	Parsing and derivation in the daily reading lesson, ...	
	Geography.	Outlines of Geography: Europe and revise last year's Course. Three times a week for one hour, ...	
	History.	Collier's History of England (to the end of Richard III). Twice a week,...	
MATHEMATICS ENGLISH.	*Arithmetic.*	Colenso, Chaps. III to V. Thrice weekly, ...	1 Hour.
	Algebra.	First four rules G. C. M. and L. C. M. from Todhunter's Algebra for Beginners, Chaps. I to XIII. Thrice weekly, ...	
	Geometry.	Euclid Books I and II with easy deductions, three times a week, ...	
URDU PERSIAN.	*Reading.*	Akhlaq mohsini, chaps. 1 to 21, ...	2 Hours.
	Writing.	Translation from English Reader: twice a week, ...	
		Original exercises and translation from and into Persian (evening lesson), ...	
	Sanskrit.	Ballantyne's first lessons, ...	
ARABIC.		Moulvi Obeydulla's Grammar, ...	
		Ditto ditto 1st Reader, ...	

CLASS II.—(*7th year.*)

ENGLISH.	*Reading.*	Half the University Entrance Course for the following year thrice weekly,
	Grammar.	Hiley's Grammer, Syntax. Twice a week.
	Composition.	Translation from the Urdu Course twice a week in class, (prepare at home). Paraphrasing and written answers, thrice weekly. Written examination every Saturday.
	History.	Collier's History of England. (remainder.) Thrice weekly. Marshman's India, chapters I to VII Thrice weekly.
	Geography.	Outlines of Geography, remainder. Twice weekly.
MATHEMATICS.	*Arithmetic.*	Colenso, Chaps. VI and VII. Twice weekly.
	Algebra.	Fractions and Simple Equations (Todhunter, Chaps. 14 to 23). Thrice weekly.
	Geometry.	Euclid III and IV with easy deductions. Twice weekly.
URDU PERSIAN.	*Reading.*	Half the University Entrance Course for the following year. Twice weekly. Nigar Danish I to III Once a week, to be prepared at home.
	Writing.	Translation from English. Evening lesson twice a week, once in class.
	Grammar.	Forbes' Hindustani Grammar. Sections II to IV orally once a week.
SANSCRIT		Upakramanika, and Rijupath Part III.
ARABIC.		Obeydulla's Grammar.
		Ditto 2nd Reader.

CLASS I OR ENTRANCE CLASS.

ENGLISH.	*Literature.*	Comnplete the Course and revise the whole.
	Grammar.	Parsig, derivation, an alysis, and prosody.
	Composition.	Writtn examinations.
	History.	Compleecetthe prescribed books and revise.
	Geography.	Revise the Manual: map drawing oncea week.
MATHEMATICS.	*Arithmetic.*	Work all the miscellaneous examples at the end of Colenso and Barnard Smith.
	Algebra.	Todhunter, Chaps. 23 to 25. Colenso, all the examples in Fractions and Equations.
	Geometry.	Revise 12 Propositions a week, and work as many deductions as possible from Pott's Euclid.
	Vernacular.	The Entrance Course and Forbes's Grammar.

OFFICE OF DIRECTOR P. I., OUDH,
LUCKNOW:
The 16*th August* 1869.

W. HANDFORD,
Director of P. I., Oudh.

NOTES.—1. This Course will be introduced from 1st October next.

The classes will be numbered from I to VIII instead of as heretofore. Class IV will be the 1st Class of town schools.

2. Arabic and Sanscrit will be taught only in certain schools where arrangements are practicable.

3. Particular attention is requested to copy-writing: our pupils do not as a rule write well.

4. In Arithmetic and Algebra *all* the examples are to be worked and not merely the easy ones.

APPENDIX E.

Scheme of studies for Vernacular Tehsili Schools in Oudh.

CLASS V.

URDU.	*Reading.*	Mufid-ul-mubtidi with its meanings.
	Writing.	Copy on Tukhties, words and daily lesson as read in mufid-ul-mubtidi.
	Arithmetic.	Figures and Multiplication Tables so far as mentioned in mufid-ul-mubtidi and Barun Pirkas-ka, figures must be learned in both of the languages.
NAGRI.	*Reading.*	Baruns Pirkas-ka or Barun-mala which the Teachers think easy.
	Writing.	Copy on Tukhties the simple words and sentences, &c., of daily reading lesson.

CLASS IV.

URDU.	*Reading.*	Dairai Ilm and Insha Urdu, Part I alternately, on finishing Insha Urdu, Amud Namah is also allowed to be taken.
	Writing.	Copy on Tukhties Compound words and sentences as read in the books.
	Arithmetic.	*Raqums*, Numeration, Notation and 1st four Rules. Figures may be learnt both in Urdu and Nagri.
NAGRI.	*Reading.*	Bidya Chukr and Putr Dipka, Part I alternately.
	Writing.	Copy on Tukhties Compound words and sentences of the lessons as read in the books.

CLASS III.

URDU.	*Reading.*	Haquik-ul Moujudat.
	Writing.	Copy on paper, Compound words and sentences, Dictation on Tukhties and slates.
	Grammar.	Qawaid Urdu Part II.
IN URDU OR NAGRI AS CONVENIENT.	*Geography.*	Awul Jugrafia or Bhogole Durpun ; whole Asia.
	Arithmetic.	Compound Rules, simple and compound Proportions.
NAGRI.	*Reading.*	Vidyankoor.
	Writing.	Dictation, words, and epistles.
	Grammar.	Tut Bodhni, 1st half.
PERSIAN,...	...	Amud-naman and Gulzari Dahistan alternately.

CLASS II.

URDU.	*Reading.*	Wakayat Hind up to the Mohamedan period and Muntakhibat Urdu Part I.
	Writing.	Poetical pieces, Epistles and official papers. Written examination on paper. Dictation and Persian translation on slates or Tukhties.
IN URDU OR NAGRI AS CONVENIENT.	*Geography.*	Awul Jugraphia or Bhogole Durpun; whole Europe.
	Arithmetic.	Proportion, Ratio, Vulgar and Decimal fractions.
NAGRI.	*Reading.*	Kuskundha Kand Tulsee Krit Ramayan.
	Writing.	Dictation and Epistles, &c.
	Grammar.	Tut budhni, second half.
PERSIAN.	*Reading.*	Dustoor Sibian.
	Grammar.	Quaid Zawabit-i-farsi.

CLASS I.

URDU.	*Reading.*	Waqiat-hind remainder.
	Writing.	Written examination. Translation from Nagri.
IN URDU OR NAGRI AS MOST CONVENIENT.	*Geography.*	Awul Jagraphia, whole Africa and America; map drawing on slates.
	Arithmetic.	Interest square and cube roots.
	Mensuration.	Misba-ul-masahut Part II or Chaitr Chundr-ka Part II.
	Algebra.	Jabr Mu-kabla or Beej-ganit whole (Part I.)
	Geometry.	First and second books.
PERSIAN AND NAGRI.	*Reading.*	Bal Kand Tulsee Krit Ramayan. Bostan Chapter IV and VIII and Akhlaq Mohsini.

ADDITIONAL CLASS.

Persian.	Nigar-Danish and Dowan Hafiz.
Arithmetic.	Arithmetic general.
Algebra.	Jabr maqabla Part II with examples from large works.
Geometry.	Books III and IV with deductions.
Geography.	Unees-us-sayyahien Part I.

1.—By Urdu or Nagri it is not meant that each class is to be divided into two distinct sections but that the whole class is to be taught by one teacher or by either in Urdu or in Nagri, the language most intelligible to the majority.

The technicalities in Geography, Arithmetic, &c., must be taught in both the languages, and pupils must be able to write figures both in Urdu and in Nagri.

2.—Masters will not promote pupils into the 1st and 2nd classes except after the Annual Examination. Promotions to the 3rd and 4th classes may be made by the Deputy Inspectors after the annual examination, and also after the half-yearly examination.

3.—A half-yearly examination should be held by Deputy Inspectors and Head Masters six months after the annual examination.

4.—The additional class will only be found in schools where the Head Master has a good knowledge of Persian and Mathematics.

APPENDIX F.

Statement relative to transfers of village schools in Oudh, from one district to another.

Name of school.	Pergunnah.	District. Previous to 1st July 1869.	District. Subsequent to 1st July 1869.
Tikaitganj,	Koorsee,	Lucknow.	Barabunkee.
Kaholi,	Dewa,	Ditto,	Ditto.
Deeva,	Ditto,	Ditto,	Ditto.
Gadiya,	Ditto,	Ditto,	Ditto.
Mahárájganj,	Mohan.	Ditto,	Oonao.
Mohán,	Ditto,	Ditto,	Ditto.
Husunganj,	Ditto,	Ditto,	Ditto.
Summundpúr,	Ditto,	Ditto,	Ditto.
Ghuzunfurnagar,	Ditto,	Ditto,	Ditto.
Ahgaon,	Ourass.	Ditto,	Ditto.
Ourass,	Ditto,	Ditto,	Ditto.
Parasrampúr,	Aldoimow.	Fyzabad.	Sultanpoor.
Niwada,	Ditto,	Ditto,	Ditto.
Rampúr,	Ditto,	Ditto,	Ditto.
Burwaripúr,	Ditto,	Ditto,	Ditto.
Nainamow,	Ditto,	Ditto,	Ditto.
Bani Moraini,	Ditto,	Ditto,	Ditto.
Sisan,	Mograir.	Roy Bareilly.	Oonao.
Bigahpúr,	Ditto,	Ditto,	Ditto
Mograir,	Ditto,	Ditte,	Ditto.
Bhugwuntnagar,	Nagor.	Ditto,	Ditto.
Chainpúr,	Ditto,	Ditto,	Ditto.
Paton,	Paton,	Ditto,	Ditto.
Doundia Khera,	Doundia Khera.	Ditto,	Ditto.
Routapúr,	Ditto,	Ditto,	Ditto.
Narain Dass Khera,	Ditto,	Ditto,	Ditto.
Sugour,	Ditto,	Ditto,	Ditto.
Ghatampúr,	Ghatampore.	Ditto,	Ditto.
Tehra,	Ditto,	Ditto,	Ditto.
Lahi,	Hydergurh.	Ditto,	Barabunkee.
Parawan,	Ditto,	Ditto,	Ditto.
Bhilwul,	Ditto,	Ditto,	Ditto.
Tirbadiganj,	Ditto,	Ditto,	Ditto.
Kundhipúr,	Ditto,	Ditto,	Ditto.
Sobeha Khas,	Sobeha.	Sultanpoor.	Ditto,
Kursiyah,	Ditto,	Ditto,	Ditto.
Giranwun,	Ditto,	Ditto,	Ditto.
Pichoree,	Ditto,	Ditto,	Ditto.
Satunpurah,	Inhonah.	Ditto,	Roy Bareilly.
Futohpúr,	Ditto,	Ditto,	Ditto.
Tiloee,	Mohungunj,	Ditto,	Ditto.
Shunkerganj,	Ditto,	Ditto,	Ditto.
Kamayi,	Ditto,	Ditto,	Ditto.
Naseerabad,	Ditto,	Ditto,	Ditto.
Shahmow,	Ditto,	Ditto,	Ditto.
Tirbhawan,	Sumroutha.	Ditto,	Ditto.
Sumroutha,	Ditto,	Ditto,	Ditto.
Mow Shurqui,	Ditto,	Ditto,	Ditto.
Alipúr,	Ditto,	Ditto,	Ditto.
Tholendi,	Rokha,	Ditto,	Ditto.
Mahárájganj,	Chundapoor.	Ditto,	Ditto.
Ataganj,	Solone,	Pertabgurh.	Ditto.
Arkha,	Ditto,	Ditto,	Ditto.
Moostafabad,	Ditto,	Ditto,	Ditto.
Kotia,	Ditto,	Ditto,	Ditto.
Persideypúr,	Persideypoor.	Ditto,	Ditto.
Paree,	Solone.	Ditto,	Ditto.
Itourah,	Ditto,	Ditto,	Ditto.

RECAPITULATION.

Lucknow lost,	11	Barabunkee gained,	13
Fyzabad „	6	Oonao „	19
Pertabgurh „	7	Roy Bareilly „	3
Sultanpoor „	11		
Total,	35		35

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX G.

CIRCULAR No. 13-160 of 1869-70.

To

INSPECTORS AND DEPUTY INSPECTORS OF SCHOOLS

IN OUDH.

Dated, Lucknow, 19th April 1869.

LIBRARIES FOR THE USE OF VERNACULAR TEACHERS.

With a view to encourage village and other teachers to improve themselves by private reading out of school hours, the Director wishes that each Deputy Inspector should have a library of useful and interesting vernacular and persian books to be lent to teachers to read. With the sanction of the Chief Commissioner he therefore proposes to grant Rs. 50 per annum to each Deputy Inspector to purchase books, and in addition authorizes them to collect Re. 1 per annum from each village, and Rs. 2 per annum from each town school under their charge as contributions to the library fund.

2. The contributions from schools will be paid from the school fees and may be collected half-yearly or otherwise as the Inspector may decide.

3. The Director, Public Instruction, will pay the Deputy Inspectors' bills, on the signature of the Inspector, up to a total of Rs. 50 in the official year.

4. The Deputy Inspector will submit for the approval of the Inspector the names and prices of books he proposes to buy, and will keep a simple debtor and creditor account shewing the receipts and expenditure on account of the library. This account will be balanced every year, and the amount in hand carried on to the year following.

5. A catalogue of books belonging to the library should also be kept, and a register shewing what books are taken out, and by whom, with dates. It will be interesting at the close of the year to see what works are most popular.

6. The particulars of this scheme will be printed in the next number of the Akhbar, and Deputy Inspectors may, with the sanction of the Inspector, print and issue any explanatory notice of their own which they think necessary.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX H.

GENERAL EXAMINATION 1869.

List of Scholarships awarded at the Anglo-Vernacular schools, Oudh.

Names of boys.	Schools. From which originally transferred.	Schools. Where now studying.	Class in which examined.	Marks. Obtained.	Marks. Maximum.	Amount of scholarship awarded	For what period.	At what school available.	Remarks
			ENTRANCE CLASS.						
1 Gujraj Sing, ..	Pertabgurh,	Fyzabad.				6	Till December 1869.	Fyzabad.	
2 Shew Sahoy Sing, ..	Ditto.	Ditto.				6			
3 Birj Mohun, ..	Barabunkee,	Ditto.				6			
4 Mata Pershad, .	Ditto.	Ditto.				6			
5 Luchmun Pershad, ..	Ditto.	Ditto.				6			
6 Reote Ram, ...	Ditto.	Ditto.				6			
7 Ramadhin Sing, .	Ditto.	Ditto.				6			
8 Nanuk Chund, .	Lukhimpoor.	Canning College.				6		Canning College.	
9 Raza Hussain, ...	Sectapoor.	Ditto.				4			
			FIRST CLASS. *(Strangers).*						
1 Mendy Lall, ...	Durriabad.	Nawábganj.	I	576	800	4	From November 1869 till October 1870.	Nawábganj.	These scholarships are awarded to pupils who were transferred one or two years ago by the Director's order They have obtained the number of marks the Director considers sufficient to enable him to permit the scholarships being continued another year.
2 Din Dyal, ...	Ditto.	Ditto.	I	442		4		Do.	
3 Nubee Bux, ...	Bilgram.	Hurdui.	I	436		4		Hurdui.	
4 Mooney Lall, ...	Ditto.	Ditto.	I	430		4		Do.	
5 Kalka Pershad, ...	Ditto.	Ditto.	I	549		4		Do.	
6 Ebadoolah, ...	Shahabad.	Ditto.	I	535		4		Do.	
7 Shew Narain, ..	Bilgram.	Ditto.	I	455		4		Do.	
8 Rughber Dyal, ...	Shahabad.	Ditto.	I	416		4		Do.	
9 Oulad Hussain, ...	Akberpoor.	Fyzabad.	I	479		4		Fyzabad.	
10 Ally Hussain, ...	Ditto.	Ditto.	I	424		4		Do.	
11 Bhawani Pershad .	Ditto.	Ditto.	I	417		4		Do.	
12 Pribho Dyal,	Hydergurh,	Roy Bareilly.	I	607		4		Roy Bareilly.	
13 Nubee Mahomed, ..	Jais.	Sultanpoor.	I	525		4		Sultanpoor.	
14 Bhagwan Dyal, ...	Ditto.	Ditto.	I	502		4		Do.	
			SECOND CLASS. *(Strangers.)*						
1 Becho Lall, ...	Durriabad.	Barabunkee.	II	388	700	3-8	As above.	Nawábganj.	Vide remarks above.
2 Rikh Pershad, ...	Ditto.	Ditto.	II	386		3-8		Do.	
3 Jai Dyal, ...	Ditto.	Ditto.	II	381		3-8		Do.	
4 Birj Mohun Loll, ...	Biswah.	Sectapoor.	II	403		3-8		Sectapoor.	
5 Kirpa Dyal, ...	Ditto.	Ditto.	II	381		3-8		Do.	
6 Janki Pershad, ...	Mahomdi.	Lukhimpoor.	II	429		3-8		Lukhimpoor.	
7 Hur Pershad, ...	Ditto.	Ditto.	II	470		3-8		Do.	
8 Bunsgopal, ...	Tandah.	Fyzabad.	II	513		3-8		Fyzabad.	
9 Kunhya Lall, .	Ditto.	Ditto.	II	472		3-8		Do.	
10 Mahadeo Pershad, ..	Ditto.	Ditto.	II	467		3-8		Do.	
11 Zalim Sing, ..	Akberpoor.	Ditto.	II	409		3-8		Do.	
12 Imdad Hussain. ...	Ditto.	Ditto.	II	392		3-8		Do.	
13 Mahadeo Persad, .	Inhona.	Roy Bareilly.	II	362		3-8		Roy Bareilly.	
14 Shew Narain, ...	Ditto.	Sultanpoor.	II	357		3-8		Sultanpoor.	These pupils will move at once to the zillah school.
15 Luchmun, ..	.	Sandila.	II	426		3-8		Hurdui.	
16 Anny Loll, .		Bilgram.	II	545		3-8		Do.	
17 Syeduddin. .		Ditto.	II	481		3-8		Do.	
18 Dostoor Ally, ..		Ditto.	II	452		3-8		Do.	
19 Mohomed Kayum, ..		Ditto.	II	450		3-8		Do.	
			THIRD CLASS. *(Strangers.)*						
1 Abid Hussain, ..		Akberpoor.	III	545	800	3	Ditto.	The nearest school where there is a higher class that they can join.	These scholarships are awarded to the first 20 pupils of schools where they cannot continue their studies further. They will be paid from the date the pupils join Class III (new scheme) of the zillah schools.
2 Talibullah, ...		Ditto.	III	519		3			
3 Swami Dyal ...		Inhona.	III	628		3			
4 Ram pershad, ...		Ditto.	III	588		3			
5 Buldeo Pershad, ...		Mahomdi.	III	511		3			
6 Mahomed Sharfudin,...		Jais.	III	598		3			
7 Abdul Faiz, ..		Ditto.	III	542		3			
8 Mumtaz Hussain, ...		Ditto.	III	528		3			
9 Durga Pershad, ...		Poorwah,	III	597		3			
10 Choonee Lall, ...		Ditto.	III	562		3			
11 Gokurannath, ..		Ditto.	III	544		3			
12 Kalka Pershad ...		Ditto.	III	539		3			
13 Shew Narain, ..		Shahabad,	III	582		3			
14 Hur Dyal, ...		Ditto.	III	555		3			
15 Raj Bahadoor, ...		Ditto.	III	531		3			
16 Oomanpershad, ..		Tandah.	III	555		3			
17 Kalka Pershad, ...		Zaidpoor.	III	526		3			
18 Budree Narain, ...		Mullawan.	III	552		3			
19 Gokul Pershad, ...		Ditto.	III	544		3			
20 Auchunt Pershad, ...		Futtehpoor.	III	500		3			

APPENDIX II.—(*Continued.*)

Names of boys.	Schools. From which originally transferred.	Schools. Where now studying.	Class in which examined.	Marks. Obtained.	Marks. Maximum.	Amount of scholarship awarded.	For what period.	At what school available.	Remarks.
		BEST BOYS OF THE FIRST CLASS.							
1 Imdad Ally, ...		Seetapoor.	I	502	800	4	As above.	Seetapoor.	Awarded as rewards to the highest on the list. Exception is made in the case of the mission school as its pupils passed the examination under a disadvantage.
2 Basdeo, ...		Ditto.	I	540		4		Do.	
3 Besashoor Nath, ...		Ditto.	I	544		4		Do.	
4 Jamait Roy, ...		Hurdui.	I	503		4		Hurdui.	
5 Luchmi Pershad, ...		Lukhimpoor.	I	584		4		Lukhimpoor.	
6 Nehal Sing, ...		Ditto.	I	543		4		Do.	
7 Preo Nath, ...		Fyzabad.	I	560		4		Fyzabad.	
8 Jotee Pershad, ...		Ditto.	I	528		4		Do.	
9 Thakoor Dass, ...		Ditto.	I	514		4		Do.	
10 Bhobaneshur, ...		Roy Bareilly.	I	525		4		Roy Bareilly.	
11 Kewulkishore, ...		Church Mission.	I	310		4		Church Mission.	
12 Shew Dyal, ...		Oonao.	I	475		4		Oonao.	
13 Behari Lall. ...		Roy Bareilly.	I	467		4		Roy Bareilly.	
		BEST BOYS IN THE SECOND CLASS							
1 Besashoor Dyal, ...		Oonao.	II	457		3	Ditto.	Oonao.	Ditto.
2 Rughbeer Sahoy, ...		Ditto.	II	444		3		Do.	
3 Hursaroop, ...		Hurdui.	II	514		3		Hurdui.	
4 Mona Lall, ...		Ditto,	II	443		3		Do.	
5 Birj Mohun, ...		Fyzabad.	II	473		3		Fyzabad.	
6 Shew Amar Pershad,		Ditto.	II	456		3		Do.	
7 Sadik Ally, ...		Gondah.	II	455		3		Gondah.	
8 Kally Churn, ...		Roy Bareilly.	II	497		3		Roy Bareilly.	
9 Hury Sing, ...		Ditto.	II	474		3		Do.	
10 Ram Sing, ...		Sultanpoor.	II	456		3		Sultanpoor.	
11 Madho Dyal, ...		American Mission	II	430		3		American Mission.	
12 Kedar Nath, ...		Pertabgurh.	II	445		3		Pertabgurh.	
13 Koonj Behari Lall,...		Fyzabad.	II	442		3		Fyzabad.	

REMARKS.—1. Teachers and pupils should remember that these scholarships are paid from public money *i. e.*, by the tax-payers of the country They are not given primarily for the benefit of individuals, but for the encouragement of learning, by which the general public will it is hoped be benefited. Hence they can only be awarded to students of marked diligence and superior ability.

2. Several pupils to whom scholarships were awarded last year have not passed the examination with credit; their names are therefore omitted from the above list.

3. The scholarships are sanctioned from November, but are not to be charged till the pupils join the classes in which they are to read.

4. Government disclaims all idea of *maintaining* pupils: the stipends allowed are rewards and encouragements, and will no doubt *help* poor students: poverty however of itself gives no claim whatever to a scholarship.

5. Absence without leave entails forfeiture of scholarship: if pupil is absent with leave for more than three school days in any one month the stipend must not be paid for the time he is absent.

6. Negligence, disobedience, or any improper behaviour will entail forfeiture of the scholarship.

7. Head masters are requested to report as soon as possible whether pupils to whom scholarships have been awarded at other schools they intend to avail themselves of them, and to what school they go. They must be in residence by 1st December at the latest.

8. Head masters of schools at which scholarships are to be paid are requested to report on 1st December what pupils entitled to scholarships are in their respective schools and whence they came.

Camp Budre Sarai,
3rd *November* 1869.

W. HANDFORD,
Director of Public Instruction in Oudh.

APPENDIX H.—(*Continued.*)

List of Scholarships awarded to Government Vernacular Town Schools, Oudh, of the General Examination, May 1869.

Name of School.	Name of Students.	Class.	Amount of monthly scholarship awarded.	Remarks.
Model School, ..	Karim Baksh,	I	*4 0 0	
Ditto, ..	Villayet Hosein,	I	*4 0 0	
Malhiabad do., ..	Kalka Parshad,	I	4 0 0	
Do. do., ..	Gunga Sahaie,	I	4 0 0	
Do. do.,	Jowahir Lal,	I	4 0 0	
Do. do.,	Mustafa Ali,	I	4 0 0	
Do. do.,	Surfraz Ali,	I	4 0 0	
Do. do.,	Muntazim Ali,	I	4 0 0	
Do. do.,	Abdúl Barec,	I	4 0 0	
Suffeepúr School,	Abdúl Baree,	I	†4 0 0	
Do. do..	Iftikhar Ahmed,	I	†4 0 0	
Do. do.,	Lalta Parshad,	I	†4 0 0	
Do. do.,	Baij Nath,	I	†4 0 0	
Amethi School,	Debeedín,	I	4 0 0	
Behar, (zillah Oonao),	Sheodyal,	I	†4 0 0	
Putti School,	Sheo Rutton Lal,	I	4 0 0	
	Total Rs.		64 0 0	

N. B.—The above scholarships have been awarded from 1st July 1869, and are tenable for one year only.

Scholarships marked thus (*) are paid at Canning College, through the Deputy Inspector of Schools, Lucknow.

Scholarships marked thus (†) are paid at the Zillah School, Oonao, through the Head Master of that Institution.

W. HANDFORD,
Director of Public Instruction, Oudh.

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No. 938 of 1871-72.

FROM

COLIN BROWNING, ESQUIRE, M. A.,

DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

TO

H. B. HARINGTON, ESQUIRE, M. A.,

OFFG. SECRETARY TO CHIEF COMMISSIONER, OUDH.

Dated, Lucknow, the 16th June 1871.

SIR,

Submits report.

I have the honour to forward, for the perusal of the Chief Commissioner, the report on the state and progress of Education in Oudh for the year 1870-71. This is the Seventh Annual Report. The arrangement of the report appears from the Index.

SECTION I.—CONTROLLING AGENCIES.

Tribute to the memory of Mr. Handford, by the Vice-Chancellor of the Calcutta University.

2. There has been no change save in the headship of the Department. Last year was recorded the great loss sustained by the premature death of Mr. Handford. He is still unforgotten, and, on my tour, natives of all ranks spoke to me regarding his great amiability of character, and their regret at his sudden demise. I may be pardoned, perhaps, if I extract a paragraph from the address of the Vice Chancellor of the Calcutta University, Mr. E. C. Bayley, delivered so recently as the 28th of March, at a convocation for conferring degrees,

"In Oudh, one of the newest Provinces, the comparatively advanced "condition of education among all classes bears testimony to the zeal, "the energy, and tact of the late Mr. Handford, and his loss is the more "grievous, because it has occurred in the prime of his career, and at the "very commencement of his success."

Mr. Handford was succeeded temporarily by Mr. H. B. Harington, who performed the current work of the Director of Public Instruction, in addition to his own onerous duties. To Mr. Harington is due the last Educational report, which perhaps is the most interesting and complete of all the reports for the Province of Oudh yet published by this Department. Mr. Harington resigned his charge to the present Director of Public Instruction on the 26th July 1870.

School Committees.

3. Educational Committees may now be fairly placed amongst the Controlling Agencies. When the Department was first formed, Educational Committees were established in every district in Oudh. But during the year under review it was thought advisable to bring the influence of committees to bear on each individual school. Of the rules originally promulgated, rule 4 provided that there should be a sub-

committee for each school. But, practically, only the more important schools were provided with sub-committees. The rules have been remodelled, and there is now, I believe, no Government boys' school in Oudh, that has not its working committee. In the Roy Bareilly district, committees have not been fully established. The Commissioner remarks:—"In future reports it will be necessary to give very precise "details of the working of school committees. It would seem from this "report that the system has not yet been put into active operation." The rules for the guidance of school committees are suspended in every school room, and each member has received a copy and a letter of appointment. The sub-committees are not all thoroughly at work. But if inspecting officers, on their visits of inspection, make personal enquiries regarding the members of the committees, and see that some at least have relatives attending the school, their influence will be felt. Mr. Quinton, Deputy Commissioner of Lucknow, by personal interviews with the members of sub-committees, much facilitated their working, and now, in the Lucknow District, they meet every month and examine the pupils, or have them examined in their presence. The town school committees are not so active as the village committees. In every school there is a minute book for the use of the school committee, and members are desired either themselves, or through the Head Master of the school, to record visits and proceedings. If these expressions of their opinion receive due attention, and the members really feel that they are not a nonentity, but that their supervision is prized, and their advice gladly received, they will, I am humbly of opinion, be of considerable service. In village schools they will aid the industrious, and be a check upon the idle School Master. School committees, indeed, are of more use in primary than in middle class schools. The pay that we are able to offer the masters of the latter, secures the services of men of experience and education. It is but seldom they require any assistance from school committees, beyond an expression of their opinion regarding some local custom, or of their influence, to induce the sons of the wealthier classes to attend school regularly. But in primary schools, minor points of discipline and complaints continually require decision, and the decision of such questions can be very well entrusted to local committees. I know of no other part of India where it is more necessary than in Oudh to accustom the people to work together for a common object. In some villages there are feuds of long standing, and though, unless sub-committee members are chosen with discretion and their proceedings are regularly scrutinised, it is possible to make the school an arena for strife, yet, if the committees are properly worked, I see no reason, why the people of Oudh should not for a time lay aside private differences to work together for the furtherance of a common object. That all great improvements are gradual, is a trite enough truism. But improvements depend upon system, and possibly the inauguration of these sub-committees may render it the fashion to help forward education, and this fashion may be confirmed. At all events, the quiet self possession and respect for others that most orientals possess, is not likely to disappear in a school, occasionally visited and supervised by the more influential

inhabitants of the place where it is established. There is one other point. Since my short stay in Oudh, I have received more anonymous petitions than during fifteen years' residence in India. Perhaps these anonymous letters will now cease, when the people understand that there is a local body, possessed of local knowledge and able to detect personal spite and enmity, to whom such petitions will, if necessary, be referred. In the Central Provinces much of ordinary school business is transacted through local committees. They settle disputes, determine what boys are, under certain fixed rules, to be admitted free, sometimes bring to notice irregularities on the part of school masters, repair, often at their own cost, school houses and reward diligent scholars. Sometimes school committees are quarrelsome. But in eight years, of the hundreds of school committees in the Central Provinces, only three earned for themselves notoriety in this respect. Mr. Durga Pershad, the Inspector of Schools, Western Circle, narrates very succinctly what some of the sub-committees have done in his circle.

Lucknow Sub-Committees.

4. The committee of the Municipal School in the chowk have met twice.

The Mullihabad School Committee have sent up their proceedings on three occasions. It was suggested at one of these meetings that the nominal rent of the school house held by the Talukdár, Mahomed Ahmed Khán, should be given in scholarships to deserving pupils. This liberal request was granted.

The Mohunlalgunj school committee have once sent up their proceedings. It was suggested that the lower classes of the school should be removed to Mow.

Oonao Sub-Committees.

5. The sub-committees of Poorwah, Mowrawan, Newalgunj, Pathukpúr and Zorawurgunj have each met once. The sub-committee of Suffipúr has met three times, while that of Behar has assembled twice. At Purwah, ten Rupees were raised locally for the benefit of the school. The sub-committee of Sita met three times.

Seetapoor Sub-Committees.

6. In Seetapoor, the sub-committee of Misrikh, under the vice-presidentship of the Tahsíldár, has been most useful, and has supervised, not only the Misrikh school, but all the village and girls' schools in the Tahsíl. The sub-committee of Biswan, at a meeting held on the 15th February, proposed to open a branch school from subscriptions to be raised at Biswan. The sub-committee of the aided school, Maharajnugger, met twice and pointed out that an additional master was required. The sub-committee of the village school Jehnágírabád met once.

Barabunkee Sub-Committees.

7. The sub-committee of Durriabád met thrice, and at the last meeting proposed to open three branch schools. The sub-committee, Futtehpúr, have met several times and "have taken a very intelligent "interest in the welfare of the aided school, Futtehpúr." Rajah Surubjít Singh, Bahadur, of Ramnugger, has appointed a Nagrí teacher to the Futtehpúr school, and he pays his stipend, 10 Rs. per mensem, himself It is also proposed to appoint an Arabic master for the Mahomedans at the expense

of Rajah Tajamul Hosain Khan Bahadur of Bhatwamow. The committee also propose to enlarge the school house.

8. The sub-committees of Mulláwan, Sháhabád and Bilgrám meet regularly, but their proceedings have not been forwarded, save from Sháhabád. The committee of Sháhabád proposed that certain masters should be transferred. Hurdui Sub-Committees.

9. The sub-committee of Gola have met twice. Kheroo Sub-Committees.

10. My information, regarding the proceedings of sub-committees is necessarily incomplete, as their proceedings are not forwarded unless they require sanction. But the above epitome of the work of *some* school committees shows, that real work has been done. The opinion of Dr. Young, Deputy Commissioner of Sultanpoor, which he shares with the Deputy Inspector of schools, that "school committees are of little use," has in some cases been agreeably falsified. Dr. Young, however, only speaks regarding his own district. The Deputy Commissioner of Baraich says, that in his district the school masters complain of the little interest taken by the school committee members in their work. Possibly work has been sacrificed for fashion. That is, rich native gentlemen, not having children at school, have been placed on many of the village committees. This can be altered, and working members, having relatives at school, appointed. The Deputy Commissioner of Fyzabad has been kind enough to have the work of his school committees epitomised. I give the epitome in extenso. Information regarding Sub-Committees incomplete.

"Three meetings of school committees were held :— The Fyzabad District and Sub-Committees.

"1. On 18th April 1870.

"2. „ 1st August 1870.

"3. „ 20th January 1871.

"District Educational committee and school sub-committee members "were nominated in November last, with reference to Secretary, Chief "Commissioner's Circular, No. 95, dated 15th September 1870. Letters "of appointment have been distributed and rules in Hindí and Urdú, as "required, were supplied.

"No meetings were held in October last, because under Secretary, "Chief Commissioner's Circular, No. 95 of 1870, the sub-committees, "(which the previous meeting in August last had shown to require repair) "were being re-constituted.

"The question of schooling fees was raised by Meer Bakur Hosain, "in April's committee, proposing that there should be one fee for any num- "ber of brothers, that the fees should be eight annas per cent. on the "father's income, and when the boy had got out of the lowest two classes, the "fee might be raised to 1 per cent. After a good deal of discussion, it was "resolved that Major Perkins' proposal be adopted, namely that 1½ fee be "taken for two brothers and 2 fees for three brothers, and that the fees "should be collected at the rate of one per cent. on the father's income.

"The sub-committee at Akberpoor made some remarks, regarding "the remission of fees. The district committee did not find, practically, "much ground for any complaint, but the sub-committee was informed "that no objection would be made to free admission under the control of "the Senior Inspector.

"Two boys of the Fyzabad school have passed the Calcutta University "Examination, 2nd grade. Resolved that their names be registered for "employment in Government offices, with a view to induce the parents to "send their children to school for education.

"The members of Akberpoor school, who had shown backwardness "in sending their children, were encouraged by letters being addressed "to them under the signature of the Deputy Commissioner exhorting them "to send their children for education, and the Deputy Commissioner is "happy to record that his call was complied with by the members. The "sub-committee of Akberpoor mentions that the new school building "at Morádabád, is very inconveniently situated. The natives at Shah-"zádpoor will probably not send their children on account of the distance. "The committee selects a site at "Purmut." The subject is still under "discussion. (The new school is already some feet high.)"

Number of meetings held by the various district committees.

11. The meetings of the district educational committees may be thus tabulated :—

Lucknow, ...	2
Oonao, ...	2
Barabunkee, ...	1
Seetapoor, ...	3
Hurdui,...	2
Kheree,...	0
Fyzabad, ...	3
Gondah,...	4
Baraich, ...	3
Roy Bareilly, ...	0
Pertabgurh, ...	6
Sultanpoor, ...	1

Much more activity has been evinced during the year under review than during the previous year. But I trust that next year the meetings will take place regularly every quarter.

Another plea for Sub-Committees.

12. I have dwelt at some length on the work of these school committees, as many men think it quite utopian to expect any good from their institution, whilst others would lay down rules providing for the authoritative settlement of all differences of opinion that may possibly arise between these committees and the members of the Educational Department, that regulate all school discipline. The course pursued in Oudh seems judicious. The rules are sufficiently general. An energetic, right thinking committee will make their influence felt, whilst crude or mischievous suggestions will not be carried into practice. To those who expect no good to arise from the co-operation of the native community,

I can only point to the opinion held by some, that pupils attending Government schools are ill-mannered. If such be the case, surely the way to counteract such rudeness is to bring the pupils under the influence of the more respectable native inhabitants, by encouraging their periodical inspection.

Number of controlling and inspecting officers and their inspections.

13. No addition has been made to the number of the inspecting officers. But their pay has, in accordance with the recently sanctioned grading scheme, been increased. The Inspector of Schools, Western Circle, is Mr. Durgá Pershád. The pay and inspection work of all the officers may be thus tabulated :—

Number of Officers.	Pay.	Number of inspections in 1869-70.	Number of inspections in 1870-71.
	Rs. Rs.		
Director of Public Instruction 1	1,000 to 1,250	103	175
Inspector of schools, Eastern Circle, 1	750 to 1,000	173	119
Ditto, Western Circle, 1	500 to 750	192	255
Deputy Inspectors, ... 10	80 to 150 each	2,507	2,691

The inspections are very thorough, and the remarks entered in the several minute books are carefully explained to the several masters.

The pay and work of Deputy Inspectors of schools.

14. The pay and work of the Deputy Inspectors may be thus shown in detail :—

Name.	District.	Grade.	Salary.	Village schools in the district.	Number of inspections made during the year.
			Rs,		
Pundit Sheo Narain, ...	Lucknow, ..	1st.	150	39	330
Múnshí Ameen-ud-dín, ..	Oonao, ..	2nd.	125	64	246
Bábú Keshub Chandra Déb,..	Seetapoor, ..	2nd.	125	*66	348
Múnshí Mahomed Hosein, ..	Pertabgurh, ..	2nd.	125	54	225
Múnshí Hanomán Prashad, ..	Barabunkee, ..	3rd.	100	68	303
Múnshí Imdád Hosein, ..	Hurdui, ..	4th.	80	72	383
Múnshí Bishumbher Dayál,..	Fyzabad, ..	4th.	80	†52	‡203
Múnshí Imdád Hosein, ..	Sultanpoor, ..	4th.	80	59	239
Múnshí Kaiyam-ud-dín. ..	Roy Bareilly, ..	4th.	80	62	207
Pundit Sheo Narayun Tiwarí,	Baraich, ..	4th.	80	39	207
Total, ..	..	..	..	575	2,691

* Includes 12 village schools in zillah Kheree.

† Includes 1 village school in zillah Gondah.

‡ Includes 5 Inspections of schools in zillah Gondah.

My remarks on the merits of the several officers will appear elsewhere. But here I may mention that Munshí Imdád Hosein, Babú Keshob Chundra Déb and Pundit Sheo Narain head the list. The latter has, indeed, done much other work besides school inspection. He edits the educational paper and has, under my supervision, published a Poetical Reader for boys in Government schools. On my tour, I was particularly struck with the thoroughness of the inspection of Babú Keshob Chundra Déb, who has both the large districts of Seetapoor and Kheree under his supervision. Munshí Imdád Hosein has, in the very difficult district of Hurdui, exceeded the expectations that were formed when he was first appointed as a successor to Múl Chand, dismissed in 1869-70.

Deputy Commissioners' reports.

15. The Deputy Commissioners for the most part have rendered the Educational Department every assistance, have visited schools and endeavoured to influence the people in educational matters. Their reports are sometimes suggestive. I am particularly indebted to the Deputy Commissioners of Pertabgurh, Hurdui and Sultanpoor, for the assistance they have rendered in the matter of village school buildings.

Lucknow.

16. The Deputy Commissioner remarks that the district is already well supplied with schools and that it is better to improve those that exist than to open fresh ones. This is also, to a certain extent, my own view; and, indeed, we can open no fresh schools, as we have no more money to spend. The Municipality, besides paying the rent of the chowk school-house in the city, contributed during the year Rs. 100 per mensem towards the education of the masses within municipal limits. The money formerly paid from the cess towards the support of the chowk school was at once discontinued, the number of its masters was increased, and five additional schools were opened. The Government of India gave a grant of an equal amount, but said that next year the Government grant could only be one-third and not half of the expenditure. I thought it better to begin at once with the proportion, and now these six schools, containing 515 pupils, are supported partly by the Government and partly by the Municipality, the Government grant being one-third of the total cost of the school.

Seetapoor.

17. Mr. Anderson has only just assumed charge of this district, and so says but little. Here, too, the Municipality have given Rs. 30 per mensem for primary education, and branch schools have been opened in Seetapoor and Khyrabad. These branch schools have not yet had time to be successful. The Khyrabad branch was only opened in March. The Municipality also give Rs. 9 per mensem to a girls' school, managed by the Revd. Mr. Knowles, of the American Methodist Mission. The Deputy Commissioner reports that the Educational Committees have on the whole shown an intelligent interest in the cause of education. All the Tahsíldárs are said to have interested themselves in education, whilst the Rájah of Mahmoodabad and Moulví Muzhur Alí, are especially mentioned.

Hurdui.

18. Mr. Gibson's report is very complete. He commences by describing the state and improvement of the different schools. In this report,

of course, remarks on schools will appear under their appropriate headings. Mr. Gibson concludes by making the four following suggestions :—

1*st.* "Cleanliness in person in the boys who attend schools should "be more insisted on. One sometimes sees a head of hair that looks as "if it had not been combed or dressed for six months.

2*nd.* "I consider that a gymnasium is necessary at every school. "It has been truly observed that the best men are men of robust phy-"sique. Native boys undergo no physical training. We should give "them the opportunity, by providing appliances at each tahsíl school at "least. The Civil Officers in the station would, I am sure, be very glad "to award prizes to the successful winners in various sports. I, for my "part, would as soon give a prize for a good high jump as for a boy's "ability to maul a page of Byron. A good constitution is more valuable "than a little and superficial knowledge.

3*rd.* "The boys should be taught, as far as such a thing can be "taught, good manners. The remarks recently made by the Lieutenant "Governor of Bengal regarding the want of manners or disrespectful "demeanour of the young Bengalee, are applicable to the youth of other "provinces, and as these defects are more apparent in the boys who attend "our schools than in those who have never been to them, our school "education may be in fault. The latter may be uncouth, the former are "impertinent and conceited. To learn good manners is, I should say, as "essential as anything else our schools teach. But in other respects I "am afraid our educational system pays no attention to the formation of "character, and until it does, it will possess a very radical defect.

4*th.* "Elementary books of a practical tendency are wanting in the "schools. In many schools most or nearly all the boys will eventually "devote themselves to agriculture and stock farming. Surely an element-"ary work on these subjects might be studied by such boys with more "benefit than the histories and geographies they at present read. Then, "again, could not some elementary work on the science of Government "be introduced in the Zillah Schools? The multiplicity of taxes under "various names which are being now imposed, and the legislative enact-"ments every day passed, excite nothing but alarm and distrust. An "alarm which time may diminish, but which a diffusion of knowledge, "especially that concerning the nature of Government, would prevent."

With reference to the second remark, I would observe, that we have not sufficient funds. Nor, if we had funds, have we men qualified to instruct in gymnastics. Undoubtedly, the ordinary and common gymnastic apparatus used by natives might, when funds permit, be harmlessly enough allowed to form a part of village school furniture. The sub-committees will, I hope, check any tendency to disrespect. But I must say that in many schools the discipline that prevails, and the cheerful obedience and respect of the pupils, are remarkable.

* By Syud Gholam Hyder Extra Assistant Commissioner.

Two books are now in the press which are practical enough, and will be read in the higher classes of village schools. They are Mūfīd-ūl-Mazáraen* and Mūfīd-ūl-Malguzárán.* They do not treat of the methods of agriculture, but they point out the relative duties of tenants and landlords and should save a vast amount of litigation. They are very simple in style, and contain everything that a cultivator or a landholder requires to know regarding rent, leases, sales, stamps &c. In truth, there is no book on Indian agriculture, and there are very few persons capable of writing one. Whatever may be the demerits of the native system, the agriculturists are fully alive to what will pay. They understand and have practised for thousands of years the elementary axioms of farming, and it is rather their poverty and want of enterprise, than want of knowledge, that renders them content with their present *sometimes* slovenly cultivation.

Sultanpoor.

19. The report of the Deputy Commissioner, Sultanpoor, is somewhat meagre. As I have already mentioned, he does not think that school committees are of much use. He would also encourage indigenous teaching. Certainly, it would show that the Educational Department was in a very healthy state, and that the people really valued education for some other reason than a hope of obtaining Government appointments, if indigenous schools were as numerous and well attended as Government schools. There is abundant room for schools of all kinds.

Roy Bareilly.

20. I have already mentioned that the District Committee did not assemble once during the past year. A meeting was held, however, at the close of the year. The Deputy Commissioner laments the very little success that has attended our educational operations in this district during the past year. I believe the Deputy Inspector to be inefficient. He was removed last year from Pertabgurh. The Deputy Commissioner remarks :—

"The general statistics for the year exhibit a slight diminution in "the number of those undergoing instruction. This is deeply to be "regretted, but I fear that the principle cause to which it is attributable, "high price of provisions, is beyond our control. A minor cause, however, "the price of school books, which I find mentioned as an impediment, "might, I think, be removed by the adoption of the system in use at most "public schools in the United States. There the books are the property "of the State. They are lent to the pupils and are returned by them "when no longer required. Books lost or injured are paid for by the "pupil in whose custody they were. This plan is found to work well, "and appears to be considered necessary even where the parents of the "pupils are so much richer than they are in India. It is, besides, a "needless expense to compel a boy to purchase his elementary books for "good. By the time he has got to a higher grade there is no advantage "gained by his retaining them, while they might be of use to subsequent "learners. If necessary, a slight charge might be made for the loan of "the books, sufficient to form a fund for replacing them when destroyed "by gradual wear and tear."

The Thákoorain of Simree has given Rs. 12,500 for educational purposes, in memory of her deceased husband. The Deputy Commissioner suggests that Rs. 10,000 should be invested, and the interest expended on scholarships for the benefit of boys or girls belonging to the Simree estate. With the balance of Rs. 2,500, the Deputy Commissioner would establish a boarding house at Roy Bareilly. The proposed expenditure seems to be judicious, but there should be no further delay in utilising the very munificent grant. With regard to the subjects of instruction pursued in our village schools, the Deputy Commissioner thinks that attention ought to be paid to "agricultural science," and that a practical knowledge of mechanics might be advantageously given. At present, in our village schools, we aim simply to secure good reading, good writing, and good arithmetic, and should we succeed in instructing even thus far a considerable percentage of the rising generation, primary education in Oudh will be in a comparatively advanced state. At present, as will be seen in paras. 37 and 38, our system of primary education has not reached the masses.

21. The report of the Deputy Commissioner is thorough. He laments the little success that has attended the educational work of the year. But is unable to account for this want of success. The various schools will be treated of under their respective headings. Pertabgurh.

22. The Baraich report is complete, but the Deputy Commissioner has only very recently joined. He therefore merely criticises the returns, being unable to give the results of his own personal observation. Baraich.

23. Colonel Chamier very kindly undertook the repair of several buildings, and by revising the municipal expenditure was able to give Rs. 20 per mensem towards defraying the cost of the branch schools. The sum, however, is still inadequate. The Municipal Committee also, towards the close of the year, placed the old dispensary at the disposal of the Educational Department to be used as a boarding house. It is now occupied, and money for its repair has been granted. Colonel Chamier was succeeded by Captain Fendall Currie, who wrote the usual brief Annual Report. In that, he remarks, "I shall of course use my legitimate "influence and best endeavour to encourage education in the district, and "will make a point of visiting the schools and communicating personally "with the members of the committees next cold weather." He thinks that the Educational Department may materially assist in village sanitation, by explaining to school masters and school committees the benefit to be gained by attending to the instructions of the Chief Commissioner in this important matter. The departmental newspaper has frequently inculcated cleanliness, and when inspecting schools I invariably notice any neglect in this respect. The Urdu 2nd book also has lessons showing how cleanliness induces to health. But perhaps more may be done. Oonao.

24. The Deputy Commissioner, Mr. Glynn, as was mentioned in the last Educational Report, takes a lively interest in educational work. The local committee have, however, failed to assemble regularly. Mr. Barabunkee.

Glynn's Educational Report is amongst the best received from the district officers. He thinks that the Educational Department should draw up a "*vade mecum*" of all rules and orders on the subject of education. I have had prepared a manual for school masters. This may be translated, and the orders that affect district officers added. On the subject of indigenous education, Mr. Glynn's remarks are pertinent and will be noticed when indigenous schools are discussed.

T'alukdári education.

On the subject of the education of t'alukdárs, Mr. Glynn remarks "I have endeavoured to persuade the t'alukdárs to send their children to "the zillah school for their education. But I have succeeded in getting "three only of the relatives of t'alukdárs. I have been told that if proper "boarding houses were provided, and the Deputy Commissioner could "himself look after such sacred trusts," as the children of t'alukdárs, they would have no objection to send their children to our schools. The Deputy Commissioner further adds, "I have given such assurances as I "could, and some day I hope to see the t'alukdárs come forward and erect "suitable boarding houses for their children." Such would be a very suitable solution of the difficulty. For, it is only the want of funds that prevents the erection of boarding houses. I myself do not think that the State should be asked to furnish funds for their establishment. This also was the opinion of Mr. Currie, some time Commissioner of the Lucknow Division, when asked on the subject some years ago. In some places there are suitable nuzzúl buildings, one such has been lent to the Educational Department at Fyzabad, another at Oonao, whilst at Hurdui a bungalow is rented. But where no such buildings exist, some local efforts should be made before boarding houses are erected. At Barabunkee there is a very small building in which are lodged eight boys. The place is very unpretending, but it is clean and in repair. It is quite equal to an ordinary native house. But this subject will be discussed as it occurs in connection with each high school.

Fyzabad.

25. The report from the Deputy Commissioner of Fyzabad is very good, and Colonel Reid, the Commissioner of the Fyzabad Division has been kind enough to say what he thinks regarding the state and progress of education in two of his districts. From the Deputy Commissioner of Fyzabad, especially as a member of the Municipality, I have received great assistance. The Municipality have paid Rs. 40 per mensem from the 1st April 1871. Two excellent nuzzúl buildings have been lent to the Educational Department, provided we keep them in repair. From the municipal grant, the fees, and the Government grant of one-third of the cost of each primary school, we have established four excellent branch schools in Fyzabad, in which city there are now, out of a school population of 3,150, 517 pupils. And we have thus set free the cess for its legitimate expenditure on village schools. Of the two houses lent to this department, one will be for a boarding house and the second for a branch school. Mr. King expresses at some length the apathetic indiffence of the people of the district of Fyzabad to education, and particularly notices the attitude of the weaver class at Tandah, who much prefer, according to Mr. King's account, "child labour" to "child learning."

For myself, I am not inclined to lay much stress on the attitude of the people. I have always found that with a good master and a sensible curriculum, one hears but little of apathy. When there is apathy, then the school masters should be well paid and well inspected. On this subject, however, as it is important, I extract Colonel Reid's remarks.

"The Deputy Commissioner comments on the attitude of the people, "especially the residents of Tandah and Julálpoor, towards education. "In both these towns the bulk of the population consists of low Maho- "medan weavers. They are excessively bigotted, and most of them are not "simply indifferent on the subject of education, but have a strong feel- "ing of antipathy to it. I was with a former Deputy Commissioner, (Mr. "Quinton) at Julálpoor, when the weavers favoured us with an opinion, that "men should be taught to repeat the korán and nothing more, that the "object of any education beyond this was to enable people to cheat each "other, that they were honest men, and hoped their children would be so, "and not learn to cheat their neighbours. But except in Tandah, Julál- "poor, and a few other places, weavers are a very small percentage of the po- "pulation, and in the district generally the results, as noted by the Deputy "Commissioner, are encouraging, and tend to show that people generally "evince a fair desire for instruction. No great enthusiasm in the cause "of education can reasonably be looked for, except where, as in the case "of English, considerable and immediate advantages are likely to accrue; "natives, here at least, learn English not from any thirst for knowledge, "but to qualify themselves for well paid Government appointments. "Village schools, too, show an increase in numbers and average atten- "dance. The old cess, however, should meet the cost of nearly double the "existing number, and educational funds will be largely augmented "by the new rate. I shall not follow the Deputy Commissioner in his "estimate, vide 14th and following paras., of the number of children who "should be attending school. Your department, however successful, will "have to remain satisfied with comparatively small results for many a "long year.

"Female education has made very little progress, but two new schools "making four in all, have been established during the year.

"I am afraid the Deputy Commissioner is right in his opinion "that school committees have not done much of importance during "the year. But as a matter of fact, I believe their intervention is "not so necessary now, as when the system was in its infancy. A fair "number of schools have been established, people have become accustom- "ed to them, and good teaching will generally attract a sufficient num- "ber of pupils without extraneous pressure."

*Vide para. 20 of the Deputy Commissioner's report.

The subject* of an entrance examination for high schools I will take up when that class of school comes under review.

Gondah and Kheree.

26. The Kheree report is somewhat meagre. The Deputy Commissioner only joined his appointment a few days before its submission, so, of course, he was unable to speak positively concerning education in his district. But there is now a considerable cess balance, and the collections in 1871-72 will probably be more than previously anticipated. Thus it will be possible to open many more village schools. In a separate communication, I have already suggested that the time has now come, when a Deputy Inspector of Schools might be advantageously appointed.

Gondah.

The Gondah report is very carefully written. Here the Deputy Commissioner expects that when the assessments are complete, there will be an income of Rs. 17,000 per annum for educational purposes. In February last it was supposed that the cess collections for 1871-72 would realise Rs. 6,500. So the Deputy Commissioner thinks that a Deputy Inspector should now be appointed. In this opinion I concur, and I have already addressed the Chief Commissioner on the subject. The condition of the several schools will be described under their proper headings. But the remarks of the Deputy Commissioner regarding the Ross Memorial, and Captain de Montmorency's views regarding the expenditure of subscriptions may find a place here :—

"When Colonel Ross, late Deputy Commissioner of this district, left "India, a movement was made among the T'alukdárs to found a scholar-"ship in recognition of his labours and interest in the cause of education. "For a time the project was lost sight of, but there is now some prospect "of its revival, the Mahárájah of Bulrampúr having come forward with a "liberal subscription. One of the T'alukdárs, Rájah Kishan Dat Rám "Pánde, who took a prominent place in the committee of the Ross Me-"morial, is now so involved in money embarrassments that I fear he can-"not be expected to contribute the handsome donation for which he re-"corded his name.

"I believe few, if any, districts subscribe so liberally to the cause of "education as Gondah. But hitherto the subscriptions have been applied "to the construction and maintenance of zillah and town schools, the "charges of which should be mainly defrayed by Government. I "trust this will be borne in mind, and that the committee will find its "income released from the burden of charges which ought not to devolve "upon voluntary subscriptions, and thus, by founding scholarships, we "shall be able to supply that aid and incentive to sustained learning, "which the youth of this district seem especially to require." I may add that high and town schools are deserving of local support, and it is hoped that the time will come when, say one-third if not one-half of their cost, will be met from subscriptions and fees. Still the local committees have an undoubted right to select the objects on which they propose to spend the subscriptions so liberally given, and very much good indeed may be effected by a wise expenditure on *scholarships*.

SECTION No. II. A.—Financial Statistics.

27. The financial statistics of the Educational Department may be thus shown :— Tabular Statement.

Heads.		Expenditure from Imperial Funds.	Expenditure from the Educational Cess Fund.	Expenditure from the Municipal Fund.	Expenditure from other sources.	Total expenditure.	Annual cost of educating each pupil. Total cost.	Annual cost of educating each pupil. Cost to Government.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Direction, ...	1869-70.	20745	104	...	...	20849	...	...
	1870-71.	18928	292	...	...	19220	...	..
Inspection, ...	1869-70.	37881	4223	...	...	42104	...	...
	1870-71.	40749	4000	...	...	44749	..	...
Zillah Schools, ..	1869-70.	53489	293	...	9560	63342	27 15 3	23 9 8
	1870-71.	54147	716	1173	9448	65484	25 14 3	21 6 6
Anglo-Vernacular Town Schools, ...	1869-70.	20389	701	...	5719	26809	13 10 3	10 5 11
	1870-71.	19393	1006	...	4967	25306	12 1 2	9 3 7
Vernacular Town Schools, ...	1869-70.	9320	2143	...	2729	14192	5 13 6	3 13 4
	1870-71.	9878	2282	895	2340	15395	5 11 0	3 10 4
Village Schools, ...	1869-70.	...	60673	...	5164	65837	3 0 0	...
	1870-71.	...	64890	...	5653	70543	3 4 7	...
Government Female Schools, ...	1869-70.	3055	1524	...	12	4591	5 6 3	3 9 5
	1870-71.	4919	1819	...	121	6859	5 4 10	3 12 10
Jail Schools, ...	1869-70.	...	...	...	380	380	4 10 11	..
	1870-71.	...	...	...	383	383	4 7 3	...
Normal Schools, ...	1869-70.	8128	12508	...	213	20849	97 6 9	37 15 8
	1870-71.	6000	9820	...	55	15875	113 6 3	42 13 8
Private Colleges, ...	1869-70.	26729	...	...	27530	54259	81 3 7	40 0 3
	1870-71.	27173	...	...	35200	62373	92 8 8	40 5 1
Middle Private Schools, ...	1869-70.	17529	196	...	18776	36501	16 4 7	7 13 1
	1870-71.	16499	120	...	18877	35496	11 14 5	7 11 2
Lower do. do., ...	1869-70.	4078	542	...	6503	11123	6 2 0	2 3 11
	1870-71.	4327	513	...	7098	11938	5 13 3	2 1 9
Private Female Schools, ...	1869-70.	5123	...	...	6805	11928	42 14 6	18 6 10
	1870-71.	5308	...	...	12220	17528	44 0 7	13 5 4
Indigenous Schools,...	1869-70.	...	...	...	...	...	...	...
	1870-71.	...	...	...	11434	11434	4 4 4	...
Prizes, ...	1869-70.	995	872	...	...	1867	...	...
	1870-71.	923	912	...	...	1835	...	...
Miscellaneous (Buildings, Repairs, &c. &c.)	1869-70.	6719	28956	...	11921	47596	...	...
	1870-71.	*1515	†16909	305	4252	22981	...	...
Institutions of Science and Art. (Book Department), ...	1869-70.	10038	5385	...	...	15423	...	...
	1870-71.	6234	4015	...	...	10249	...	...
Total, ... Omitting Indigenous Schools, ...	1869-70.	224218	118120	...	95312	437650	...	...
	1870-71.	215933	107294	2373	100614	426214	...	...
	Increase ...	...	...	2373	5302	...	...	...
	Decrease,	8285	10826	...	...	11436	...	...
Total, ... Including Indigenous Schools, ...	1869-70.	224218	118120	...	95312	437650	...	...
	1870-71.	215933	107294	2373	112048	437648	...	...
	Increase ...	...	...	2373	16736	...	...	...
	Decrease,	8285	10826	...	...	2	...	...

* For grants-in-aid only. The trifling sum of Rs. 597 for repairs appears under the expenditure on different schools.

† This amount cannot be compared with the table given in para 108, for that includes no sum for repairs, but shows simply the money spent on school buildings. Nor can this sum be compared with the amount entered in para. 33, for the statement there given does not include any balance that may have remained in the Deputy Inspectors' hands at the close of the previous year and partially expended during the year under review. For other reasons see notes on table para 33.

Indigenous School statistics introduced for the first time.

28. Indigenous school statistics have been introduced for the first time. They are not very reliable. Hitherto the Educational Department in Oudh seems to have paid but little attention to indigenous schools, which are indeed surprisingly few in number. In truth, it is very difficult to define what is an indigenous school. For very many well-to-do persons in the middle class join together to pay a pandit or maulví for the instruction of their own children and relatives. These young boys can scarcely be said to form a school, but are rather under private tuition. Indeed, unless the circumstances of each school or collection of pupils are minutely enquired into, it is very easy to swell the returns of indigenous education. An indigenous school, properly so called, is a school, the master of which depends entirely upon fees from the scholars for his subsistence, draws no fixed stipend except as a fee in money or kind from any of the parents of the pupils, and may admit boys of whatever denomination to his school, without consulting the parents of those scholars whom he already instructs. If the money expended on indigenous education be omitted, then it will be seen, that the educational expenditure during the year under review, was about Rs. 4,26,214. The table may be thus epitomised :—

Heads of expenditure.	Expenditure during 1870-71.			Percentage.
	From Imperial Funds.	From Local Funds.	Total.	
	Rs. As. P.	Rs. As. P.	Rs. As P.	
Direction and its subsidiary charges, ...	18,927 9 10	292 0 0	19,219 9 10	4·4
Inspection and its subsidiary charges, ...	40,749 5 2	4,000 4 8	44,749 9 10	10·2
Instruction (including all educational expenditure not coming under the above heads, and disbursed by the Department), ...	1,56,256 14 2	2,05,988 13 10	3,62,245 12 0	85·4
Do. do., indigenous Schools not disbursed by the Department, ...	...	11,433 11 0	11,433 11 0	
Total, ...	2,15,933 13 2	2,21,714 13 6	4,37,648 10 8	100

Comparison of expenditure during 1870-71, with that during 1869-70.

29. Thus, the local educational expenditure now exceeds the expenditure from Imperial sources. If the results be compared with the statistics of last year, it will be seen that the total expenditure on education has, in twelve months, decreased by Rs. 11,436, omitting the cost of indigenous education, that is by about 2 per cent. The headings under which the decrease has occurred may be shown by the following analysis:—

No.	Expenditure in 1869-70.		Do. in 1870-71.	Remarks.
1	Imperial Funds, ...	2,24,217	2,15,933	
2	The Cess, ...	1,18,120	1,07,294	
3	Fees in Government Schools,	14,867	15,655	*This does not include Rs. 7,959 from indigenous schools.
4	Fees in Aided Schools. ..	9,562	*11,611	†Rs. 3,188 were also received from indigenous schools in addition to this sum.
5	General Subscriptions, ..	68,475	†64,617	‡This does not include Rs 287 for indigenous schools.
6	Municipal subscriptions, ..	"	2,373	
7	Other sources, ...	2,409	‡8,731	
	Total, ..	4,37,650	4,26,214	

Therefore the great decrease in expenditure has occurred in the Imperial allotment and the cess, the decrease in the former being Rs. 8,284, and in the latter Rs. 10,826. The decrease in the Imperial expenditure occurs principally under the heading of Direction, building grants, and in the purchase of books. The decrease under the heading of Direction was occasioned by the non-appointment for some three months of a permanent Director of Public Instruction. There were, thus, savings in his stipend. There were hardly any applications for building grants* in 1870-71, whereas in the previous year, more than Rs. 6,000 were given for a school-house in Lucknow. This accounts for the savings under this head. The decrease in cess expenditure was occasioned almost entirely by the severe rains, which rendered it unadvisable to push on with new school buildings until those in existence had been repaired. I do not consider the non-expenditure of so large a sum on school buildings, as in the previous year, to be at all a matter for regret. For, of those formerly built, some have fallen and very many have required extensive repairs. From a retrospect it would seem that the school-houses built by the Inspector of Schools, Eastern Circle, have been less costly and more substantially built than those built in the Western Circle. The sum spent on village school buildings in 1870-71, was Rs. 16,909. The amount spent in 1869-70 was Rs. 28,956. This difference accounts for the entire savings in the cess expenditure of 1869-70 and 1870-71.

I may mention also, that a less sum was laid out in books. The fact is that in 1869-70 nearly Rs. 4,000 were spent on maps, slates and atlases, and there was a grant of about Rs. 500 to the Jalsah Tahzib Library. So the book depôt was sufficiently well stocked with salable books and maps, &c., when I assumed charge, and I did not think it advisable to lay in a supply of books for which there might be no demand, and which would only cumber our shelves and be liable to destruction. I trust that the Chief Commissioner will deem this explanation of the decrease in expenditure to be satisfactory. I may add that I am quite alive to the fact that not to spend the money sanctioned for any given object, is almost as much a mark of administrative failure, as to exceed the budget allotment.

30. The municipal expenditure is still inconsiderable. But the following towns have subscribed the sums mentioned :— Municipal educational expenditure.

Lucknow, ...	Rs. 120	per mensem.
Oonao, ...	„ 20	„ „
Bārabunkee, ...	„ 20	„ „

* The cost of building school-houses being permanent structures is borne on the Public Works Department budget. The Educational Department are not acquainted with the actual expenditure. So also all buildings erected by the Public Work- Department are repaired by them. The 2,112 rupees spent on school buildings from the Educational budget were thus expended :—

For repairs to Town or Zillah School out-buildings	Rs. 597
For grants-in-aid, ...	„ 1,515
Total, ...	„ 2,112

Seetapoor, ...	Rs. 30	per mensem.
Hurdui, ...	„ 20	„ „
Kheree, ...	*Nil.*	
(Promised but not given.) Pertabgurh, ...	„ 20	„ „
Roy Bareilly, ...	„ 26	„ „
Sultanpoor, ...	*Nil.*	
Gondah, ...	„	
Baraich, ...	„ 30	„ „
Fyzabad, ...	„ 40	„ „

The money has been spent in opening good Vernacular schools in Lucknow, and in establishing branch schools in connection with High schools. From the table given in para. 27, it would seem as if a considerable portion of the municipal grant had been expended on High schools. But this is not the case. It has been laid out on *branch schools* in connection with High schools, and therefore its expenditure appears under the latter heading. The municipal grants have set free a considerable sum for rural education, payments from the cess having in a great measure been discontinued to zillah schools and their branches. According to that portion of the table in para. 27 which refers to the returns for last year, it would seem as if the contribution from the cess to urban education had actually increased. But no increase occurred. For, last year, there seems to have been some confusion in the accounts, and sums actually paid from the cess for the support of zillah branch schools were not entered in the returns.

In July last, the cess contributions for branch schools were as follows :—

Lucknow, ...	*Nil.*	
Oonao, ...	Rs. 43	per mensem.
Barabunkee, ...	*Nil.*	
Fyzabad, ...	„ 22	„ „
Gondah, ...	*Nil.*	
Baraich, ...	„	
Pertabgurh, ...	„	
Roy Bareilly, ...	„ 26	„ „
Sultanpoor, ...	*Nil.*	
Seetapoor, ...	„	
Hurdui, ...	„ 8	„ „
Kheree, ...	*Nil.*	

Then the total contributions were at the rate of Rs. 99 per mensem or Rs. 1,188 per annum. Very much of this cess contribution has now been discontinued.

31. The fee collections at all descriptions of schools continue to increase. The collections for the last six years may be thus shown :— Fees.

Year.	Fees collected.	Increase on preceding year.	Remarks.
	Rs.	Rs.	
1865-66	10,804	...	
1866-67	12,447*	1,643	* Calculated for 12 months.
1867-68	17,294	4,847	
1868-69	21,569	4,275	
1869-70	24,429	2,860	
1870-71	35,225†	10,796	† Government and Aided Schools, Rs. 27,266 Indigenous Schools, ,, 7,959

32. The cost to Government of educating each pupil has decreased in all descriptions of schools excepting in the Normal School, in Canning College, and in schools for girls. But the non-decrease in the Normal School was owing to the breaking up of the middle class in July last, and in August last the school that was, in April, 184 strong, numbered only 129 pupils. The staff was reduced, but the reductions were hardly made in time to affect the average cost of each pupil. It will be seen that I have considered Canning College as one institution, instead of dividing it into several. This plan is in accordance with that pursued in the North-Western Provinces, and a separation of College from school expenditure is necessarily only approximately correct and is apt to mislead. Cost to Government of educating each pupil.

However, in Table 4 Appendix A, the attempt has been made to separate the expenditure on the different schools forming Canning College.

33. The cess expenditure may be thus shown:— Cess expenditure.

District.	Receipts.					Expenditure.					Balance on 31st March 1871.	Remarks on Cess Statement.
	Balance on 1st April 1870.	Collections of cess during the year 1870-71.	Receipts from sale of books.	Other receipts	Total.	For the Normal School.	Salaries.	Buildings.	Contingencies.	Total		
	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Lucknow, ...	1,638 0 0	10,386 0 0	394 0 0	...	12,388 0 0	830 0 0	6,637 0 0	*a*2,566 0 0	712 0 0	10,745 0 0	1,643 0 0	(*a*). 1,722 of this sum are merely a refund. Buildings that should have been debited to the cess having been debited to the road funds. Moreover the amount includes rent and repairs.
Barabunkee, ...	3,176 0 0	16,871 0 0	339 0 0	...	20,386 0 0	1,500 0 0	8,125 0 0	*b*1,550 0 0	802 0 0	11,977 0 0	8,409 0 0	(*b*). For new buildings only, not repairs. This shows the amount drawn from the treasury, but not the balance in hand at the end of the year
Oonao, ...	4,405 0 0	13,556 0 0	343 0 0	4 0 0	18,308 0 0	1,375 0 0	9,693 0 0	*d*2,248 0 0	*c*2,040 0 0	15,356 0 0	2,952 0 0	(*c*). This includes Rs. 915 refunded to Lucknow on account of buildings. (*d*). This sum includes Rs. 1,713-14-0 for repairs
Seetapoor, ...	457 0 0	9,688 0 0	457 0 0	95 0 0	10,697 0 0	800 0 0	6,091 0 0	*e*636 0 0	606 0 0	8,133 0 0	2,564 0 0	(*e*). Includes money for rent and repairs.
Hurdui, ...	4,798 0 0	14,815 0 0	*110 0 0	...	19,723 0 0	1,500 0 0	9,712 0 0	*f*2397 0 0	1,271 0 0	14,880 0 0	4,843 0 0	(*f*). The whole of this sum was paid for repairs.
Kheree, ...	699 0 0	2,879 0 0	...	...	3,578 0 0	250 0 0	1,139 0 0	*g*85 0 0	37 0 0	1,511 0 0	2,067 0 0	(*g*). The whole sum was for repairs and construction of eight petty village school sheds.
Fyzabad, ...	441 0 0	11,458 0 0	460 0 0	234 0 0	12,593 0 0	1,000 0 0	6,198 0 0	*h*1,651 0 0	991 0 0	9,840 0 0	2,753 0 0	(*h*). Includes a small sum for rent and for repairs.
Gondah, ...	...	751 0 0	...	...	751 0 0	250 0 0	63 0 0	...	...	313 0 0	438 0 0	
Baraich, ...	3,600 0 0	7,924 0 0	399 0 0	...	11,923 0 0	600 0 0	3,837 0 0	*i*299 0 0	374 0 0	5,110 0 0	6,813 0 0	(*i*). Ditto ditto.
Roy Bareilly, ...	4,950 0 0	13,309 0 0	272 0 0	...	18,531 0 0	1,500 0 0	7,788 0 0	*k*1,597 0 0	935 0 0	11,820 0 0	6,711 0 0	(*k*). Ditto ditto.
Sultanpoor, ...	1,868 0 0	10,253 0 0	375 0 0	7 0 0	12,503 0 0	1,000 0 0	6,099 0 0	*l*1,597 0 0	555 0 0	9,251 0 0	3,252 0 0	(*l*). This return does not agree with that forwarded by the Deputy Inspector, who has been addressed on the subject.
Pertabgurh, ...	3761 0 0	10,896 0 0	337 0 0	974 0 0	15,968 0 0	1,000 0 0	5,441 0 0	*m*1,431 0 0	486 0 0	8,358 0 0	7,610 0 0	(*m*). Does not include rent but includes repairs.
Total, ...	29,793 0 0	1,22,756 0 0	3,486 0 0	1,314 0 0	1,57,349 0 0	11,605 0 0	70,823 0 0	*n*16,057 0 0	8,809 0 0	1,07,294 0 0	50,055 0 0	(*n*). Merely shews amount drawn from the treasury, does not include balance at close of 1869-70.

* Exludes Rs. 244-4-0 credited by mistake to the Imperial Funds by the Deputy Commissioner, Hurdui, who has been requested to adjust the same in communication with the Accountant General.

It will be at once observed that the balances of Barabunkee, Kheree, Baraich, Roy Bareilly and Pertabgurh are too large, and more money might have been advantageously expended. But in Barabunkee, the actual cess collections exceeded the anticipated collections by Rs. 2,171; in Kheree, the excess was Rs. 979, in Baraich Rs. 1,759, and in Pertabgurh Rs. 1,058. Therefore no provision could at the commencement of the year, nor indeed up to August last, when the estimates of the anticipated collections were received, be made to expend this money, the reception of which was not anticipated. In Roy Bareilly, however, additional schools might well have been opened, as the budget allotment under the heading of salaries was not nearly exhausted, had a sufficient supply of good schoolmasters been forthcoming. A similar remark applies to Pertabgurh and Sultanpoor. The total cess collections have risen from Rs. 1,09,535 to Rs. 1,22,756, or have increased by Rs. 13,221, and the expenditure has decreased from Rs. 1,18,955 to Rs. 1,07,294, or by Rs. 11,661. As before explained, this decrease is owing to lessened expenditure on school buildings, the amount expended being Rs. 16,057 against Rs. 25,758 in the previous year.

Vide cess statement. See remarks passim.

34. The receipts and expenditure of subscriptions may be thus tabulated :—

Receipts and expenditure of subscriptions. The munificence of the Thákurain of Simrí.

District	Receipts.					Expenditure.				Balance on 31st March 1871	Remarks.
	Balance on 1st April 1870	Subscriptions collected in 1870-71.	Government grants in aid carried to credit of fund in the year	Other receipts	* Total	On account of zillah and tahsíl schools.	On account of aided and private schools	Buildings and miscellaneous charges.	Total.		
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	
Lucknow,	483	970	...	.	1,453	875	.	556	1,431	22	
Barabunkee,	852	1,556	1,500		3,908	178	2,965	...	3,143	765	
Oonao, ...	16	569	...	48	633	592	...	...	592	41	
Seetapoor,	4,120	2,781	2,977	499	10,377	300	4,540	1,796	6,636	3,741	
Hurdui, ...	311	1,746	1,789	..	3,846	3,200	..	9	3,209	637	
Kheree, ...	316	2,124	188	..	2,628	1,012	1,016	398	2,426	202	
Fyzabad, ...	3,421	2,675	1,030	..	7,126	580	2,192	22	2,794	4,332	
Gondah, ...	...	3,765	..	..	3,765	2,992	..	1,121	4,113	*348	* Debit balance.
Baraich, ...	..	2,215	1,375		3,590	...	3,590	...	3,590	...	
Roy Bareilly,	1,759	...	...	.	1,759	470	...	...	470	1,289	
Sultanpoor,	153	199	...	..	352	...	...	...	...	352	a* This only includes the subscriptions that pass through the hands of Deputy Commissioners and therefore cannot be compared with the entry in para. 29 That entry includes all subscriptions excepting those for indigenous schools.
Pertabgurh,	5,401	475	...	.	5,876	240	...	...	240	5,636	
Total, ...	16,832	b. * a. 19,075	8,859	547	45,313	10,439	14,303	3,902	28,644	16,669	

Excludes subscriptions to Canning College,		Rs. 29,355
Ditto ditto	to Balrámpur School	Rs. 2,627
Ditto ditto	to Mahmudabád „	Rs. 1,050
	Total	Rs. 33,032

* Vide remark (b) in tabular statement.

The subscriptions * have thus risen from Rs. 47,854 to Rs. 52,107. I should, under the revised settlement, have anticipated larger receipts for Canning College. For the sum collected this year Rs. 29,355 is not very much larger than the amount contributed in 1869-70, Rs. 25,794, when the settlement was not nearly so far advanced. It is very satisfactory to see that the miscellaneous subscriptions steadily increase. It shows that the District Officers do what they can to commend education to the wealthier classes of the community. The people of Roy Bareilly still contribute nothing voluntarily. During the year certain t'alukdárs were asked to repair the school-houses on their estates, but all declined. At the close of the year, however, the t'alukdár of Tiloi gave some Rs. 70 for the repair of the school-house in his village, but did not wish to carry out the work through his servants. I have already mentioned † the munificent gift of the Thákurain of Simrí.

District.	Collections in	
	1869-70.	1870-71.
	Rs.	Rs.
Lucknow, ...	497	970
Barabunkee, ...	861	1,556
Oonao, ...	574	569
Seetapoor, ...	2,860	2,781
Hurdui, ...	2,551	1,746
Kheree, ...	1,577	2,124
Fyzabad, ...	2,734	2,675
Gondah, ...	3,273	3,765
Baraich, ...	1,523	2,215
Roy Bareilly, ...	...	...
Sultanpoor, ...	434	199
Pertabgurh, ...	1,453	475
Total, ...	18,337	19,075

† Para. 20

Her gift does not appear in this statement.

The subscriptions from Pertabgurh and Sultanpoor have decreased. But those from Baraich, Gondah, Kheree, Barabunkee and Lucknow, show increased liberality.

The receipts from Gondah are really very large and are in excess of those from any other district.

SECTION II. B.—General Statistics.

Table of General Statistics, with remarks.

35. The general statistics may be thus exhibited :—

Heads.		Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year	Average attendance during the year.
Zillah Schools, ...	1869-70,	11	2,390	2,266	1,932
	1870-71,	11	2,626	2,529	2,139
Anglo-Vernacular Town Schools.	1869-70,	18	1,840	1,965	1,599
	1870-71,	18	2,214	2,096	1,678
Vernacular Town Schools, ...	1869-70,	27	2,474	2,428	1,911
	1870-71,	33	2,709	2,704	2,061
Village Schools, ..	1869-70,	542	21,433	20,210	16,135
	1870-71,	575	23,670	21,445	16,562
Government Female Schools,	1869-70,	38	879	851	714
	1870-71,	69	1,369	1,293	1,056
Jail Schools, ...	1869-70,	2	68	81	63
	1870-71,	2	*118	86	85

*Including the 7 convict students at Sultanpoor.

Heads.		Number of Institutions.	Number of pupils on roll at close of the year.	Average number of pupils on rolls during the year	Average attendance during the year.
Normal Schools, ...	1869-70,	2	201	214	197
	1870-71,	2	141	140	126
Private Colleges, ...	1869-70,	2	705	668	576
	1870-71,	1	730	674	562
Middle Private Schools, ...	1869-70,	24	2,177	2,341	1,737
	1870-71,	22	2,124	2,142	1,610
Lower do. do., ...	1869-70,	40	1,765	1,815	1,506
	1870-71,	42	2,160	2,047	1,584
Private Female Schools, ..	1869-70,	11	371	278	233
	1870-71,	16	387	398	310
Indigenous Schools, ...	1869-70,	...	..	.	
	1870-71,	507	4,257	2,912	2,699
Total, Omitting Indigenous Schools,	1869-70,	717	34,303	33,117	26,603
	1870-71,	791	37,848	35,556	27,773
Increase, ...		74	3,545	2,439	1,170
Total, Including Indigenous Schools,	1869-70,	717	34,303	33,117	26,603
	1870-71,	1,298	42,105	38,468	30,472
Increase, ...		581	7,802	5,351	3,869

Omitting the statistics of indigenous schools, we find that the number of schools has risen from 717 to 791, the pupils from 34,303 to 37,848, and the average attendance from 26,603 to 27,773. The schools have increased by 74, the pupils by 3,545, and the average attendance by 1,170. Thus the pupils have increased by 13 per cent. and the average attendance by 4 per cent. The average attendance might have been greater, but last year the rains were very severe, and during the cold season there was considerable sickness. On the whole, therefore, the progress made, may be deemed satisfactory. If Government schools be alone considered, then the schools increased by 70 and the pupils by 3,162. The average number at each Government school was 45, being the same for both years.

36. The statement of professions is as follows :—

Statement of professions of parents or guardians of students with remarks on the preference of the study of Urdú to that of Hindí.

1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Tálukdárs.	Zamindars including lambardars, patudárs thakedárs &c	Pakhwáris and kánungoes	Cultivators.	Total.	Government servants.	Private servants.	Total.	Professional men, such as pandits, maulvis, hakims, writers &c. &c.	Trading class, including bankers, merchants, shopkeepers &c. &c.	Artisans and manufacturers, as smiths, carpenters, weavers, &c. &c.	Others.	Grand Total.	Remarks.
Pupils (omitting indigenous schools.)	1869-70	80	5,526	1,804	8,852	16,262	2,199	3,614	5,813	2,122	5,938	2,451	1,717	34,303	
	1870-71	94	5,018	2,144	10,646	18,802	2,324	4,172	6,496	2,407	5,575	2,835	1,733	37,848	
Pupils (including indigenous schools)	1870-71	112	6,381	2,354	11,503	20,350	2,485	4,489	6,974	2,686	6,384	3,079	2,632	42,105	

To avoid confusion, I have separated the indigenous school returns, now shown for the first time, from the Government and aided school returns. It is very gratifying to find that the relations of T'alukdárs, zemindars, and of the cultivating classes generally, continue to attend our schools in increased numbers. This seems to show that Government schools are attracting scholars for the sake of instruction only, and not merely for the purpose of obtaining such knowledge as will facilitate their chance of obtaining Government employment. But I must say, that on my tour, I have been particularly struck with the apathy of the people to instruction merely in Nágrí or Hindí. In Nágrí there is a tolerable literature; there are translations of the great Indian epics, and yet there are very few who wish to study Nágrí. The majority incline to a smattering of Hindí and such a knowledge of Urdú as will enable them to transact ordinary business. But still, the language of the cultivators is for the most part Hindí with little intermixture with Arabic or Persian. So our present system of education in Urdú must be regarded as exotic. Yet the people like to have it so, and as compared with the Hindí speaking population, south of the Nurbudda, the Persian element in the ordinary language spoken in Oudh is very strong. If Hindí were the language of the Courts, of course this would alter. It will be seen that natives of *all* classes attend Government schools in increased numbers. But there is an apparent falling off in the trading classes. The decrease is only apparent, and arises from persons hitherto regarded as traders having been included under the title of artificers. Thus, if the trading class be added to the artificers, the number under instruction in 1870-71 is 8,410 against 8,389, the number under education in 1869-70. But the table teaches something else besides showing the growing popularity of Government schools amongst all classes. It shows what very little hold indigenous education has amongst the people. I know that there is a belief that indigenous schools are popular in Oudh. But this belief is opposed to the experience gained on my recent tour. An indigenous school can hardly exist in juxtaposition to a Government school that is well managed. According to the above table there are but 18 T'alukdárs, 463 zamindárs, 210 patwárís and kanungoes and 857 cultivators at all the indigenous schools in Oudh, whilst the same class of people, omitting the T'alukdárs, are numbered by thousands at Government schools. There are, I believe, some 256 T'alukdárs who have seats in Darbár. The number of their children that attend Government or indeed any schools is still inconsiderable.

37. The caste and religion of the pupils may be thus exemplified.—

Caste or religion of the parents or guardians of the students at schools in Oudh, with remarks on the pupils attending indigenous schools and on the education of the children of T'alukdárs.

1		2	3	4	5	6	7	8	9	10	11
			Hindús.								
		Christians.	Brahmans	Chhatris	Baiś and Kayaths.	Sudras.	Total Hindus.	Mahomedans.	Others.	Grand Total	Remarks.
Pupils omitting (indigenous schools.)	1869-70	192	8,960	4,548	7,609	5,088	26,205	7,887	19	34,303	
	1870-71	218	9,746	4,891	8,236	5,560	28,433	9,124	73	37,848	
Pupils (including indigenous schools.)	1870-71	218	10,139	5,192	9,351	6,561	31,251	10,563	73	42,105	

The number of Hindús have thus increased, exclusive of all indigenous education, by 2,228, and the number of Mahomedans by 1,237, Thus, the Hindús have availed themselves of the Government schools in greater number than the Mahomedans. But the relative number of the Hindús under instruction is not so great as the relative number of the Mahomedans. For the Hindú population of Oudh is 10,002,278, and the Mahomedan population is 1,195,817. Thus, 1·7 per cent. of the Hindú population of a school going age are under instruction, whilst 4·5 per cent. of Mahomedan boys and girls attend our Government and aided schools. This also seems to bear out the remarks made in the previous paragraph, that our system of education paying particular attention to Urdú and Persian, rather than to Hindí and Sanscrit, is more congenial to the taste of the Mahomedans than to that of the Hindús. Yet I have by no means found the Hindús generally desirous of a change.

Hindí masters hardly attract pupils, and at the indigenous schools more often Urdú is taught than Hindí. All this is entirely different from my experience in the Central Provinces. There, out of nearly 80,000 scholars hardly 5,000 learn Urdú. The Mahomedan population is, indeed, small, and Hindí is the language of some of the Courts.

38. But, though the increase in the number of schools and scholars is pleasing, yet the percentage of pupils under instruction in Oudh is very insignificant. How insignificant may be shown by the following table principally taken from the last Bombay report.

Comparatively low percentage of scholars to boys of a school-going age.

Province.	Area, including native states, in square miles.	Population including native states.	Number of children of a school-going age.	Number of children in Government and aided schools.	Percentage of children under instruction to children of an educable age.
Bengal, ...	316,666	41,658,532	6,943,087	174,947	2½
Bombay and Sind, ...	214,543	19,843,629	3,307,271	157,962	5
Madras, ...	257,844	37,086,737	6,181,122	86,982	1⅔
North-Western Provinces,	91,838	32,405,015	5,400,835	*146,906	2⅔
Punjab, ...	203,882	22,320,695	3,720,115	100,146	2⅔
Central Provinces, ...	112,199	9,066,038	1,511,006	*63,848	4
Oudh, ...	23,797	11,207,412	1,867,902	*37,848	2

* All unaided indigenous schools are omitted.

SECTION III.—UNIVERSITIES AND GOVERNMENT COLLEGES.

University middle class examinations.

39. In March 1870, the Heads of all the Provincial Educational Departments in India were consulted regarding the proposals made by His Honour the Lieutenant Governor of the North Western Provinces, to extend the influence of the Calcutta University. On the receipt of the replies from the several local Governments, the following resolutions were adopted :—

(a.) That for the better encouragement of Vernacular education and literature, an Examination in Vernacular be instituted by the University, on the plan of the middle class examinations conducted by British Universities, and that regulations for the conduct of this examination be laid before the Senate for approval and confirmation, after the details have been settled by the Syndicate in consultation with the Faculty of Arts and the Educational Authorities of the several Local Governments..

(b.) That a convocation for conferring degrees upon graduates of the N. W. Provinces, the Punjab, Oudh, and the Central Provinces be held annually at Allahabad.

(c.) That notices of meetings of the Faculty of Arts, for the discussion of all business of importance, be circulated to all members, resident and non-resident, in order that any minutes they may forward to the Registrar may be laid before the meeting of the Faculty.

In forwarding these resolutions, the aid of the Educational Department was solicited to frame regulations for the conduct of Vernacular middle class examinations. The whole correspondence will be found in Appendix C.

Proposals regarding Canning College as negatived by the T'alukdárs.

40. There is no purely Government College in Oudh. But it was recently suggested that steps should be taken to bring Canning College within the scope of Financial Resolution No. 2,197, dated 4th April 1868. Proposals were made to the T'alukdárs, but were not accepted. The T'alukdárs seemed to think that the College would lose its distinctive character. I must say that their fears were groundless, and I am still in hopes, that eventually an arrangement may be made. It is very advisable that Canning College should, whilst retaining its idiosyncracy, be put on the same footing as other Colleges in India. But it is probable that any change will increase the expenditure. So, it has been thought judicious to await the results of the revised settlement, and to see whether the increased receipts will meet the enhanced cost. Should the results of the settlement be favourable, then the T'alukdárs may be again consulted and the scheme re-considered and explained.

Success of high schools at the last Entrance Examination, and of Canning College at all the Arts' Examinations.

41. The High Schools, this year, have met with considerable success in passing pupils for the Entrance Examination. Canning College also passed six in the First Arts' Examination, and one student graduated.

The general results for the whole of Oudh for the past five years are shown in the accompanying table :—

Year.	Entrance Examination		First Arts' Examination.		Bachelor of Arts' Examination.		Remarks.
	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	
1866	23	6	..	..	..	...	
1867	17	15	..	..	..	...	
1868	38	31	3	3	..	...	
1869	32	20	3	2	..	...	
1870	*57	*40	10	6	2	1	* Includes four students of La Martiniére College.

Thus, whilst the number of candidates for the Entrance Examination has nearly doubled, the number of successful candidates has doubled.

42. The detail of the above table may be thus shown :—

Table showing passed candidates for the Matriculation, F. E, A. and B. A. Examinations.

Names of Institutions.	Entrance Examination, 1870.								First examination in Arts, 1870.									B. A. Examination, 1871.										
		Passed in the			Failed in					Passed in the			Failed in						Passed in the			Failed in						
	Number of candidates.	First Division.	Second Division.	Third Division.	English.	Second Language.	History and Geography.	Mathematics.	Absent.	Number of candidates.	First Division.	Second Division.	Third Division.	English.	Second Language.	History.	Mathematics.	Philosophy.	Absent.	Number of candidates.	First Division.	Second Division	Third Division.	English.	Second Language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional subject.	Absent.
Government Institutions.																														
Barabunkee Zillah School, ...	2	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oonao, do. do., ...	4	...	1	...	3	...	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Seotapoor, do. do., ...	5	2	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hurdui, do. do., ...	8	2	2	...	4	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lakhimpur, do. do., ...	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fyzabad, do. do., ...	3	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Roy Bareilly, do. do., ...	3	...	1	...	2	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sultanpoor, do. do., ...	2	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, ...	31	7	8	3	12	...	4	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private Institutions.																														
Canning College, ...	20	2	14	2	1	...	1	2	...	10	...	4	2	2	1	1	1	1	...	2	...	...	1	...	...	...	...	...	1	...
La Martiniére College, ...	6	4	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, ...	26	6	14	2	2	2	1	2	...	10	...	4	2	2	1	1	1	1	...	2	...	...	1	...	...	...	...	...	1	...

If, therefore, the Martiniére pupils be left out of consideration, it becomes unnecessary to insert the apology of last year in explanation of the fact that more boys from Aided than from Government schools passed.

Of the 57 candidates, 31 belonged to Government schools, 20 to Canning College and 6 to La Martiniére. Of the 40 who passed, 18 belonged to Government institutions, 18 to Canning College and 4 to the Martiniére. The *foremost place* amongst native students, the three* who headed the list, belonged to the Lakhimpur and Barabunkee schools.

* (1) Nehál Singh, Lakhimpur.
(2) Luchhmi Narayun, Lakhimpur.
(3) Mendí Lál, Barabunkee.

Each of these boys received a prize, which was given by the Bishop of Calcutta, when his Lordship was kind enough to distribute the prizes to the Canning College boys. All the First Arts' candidates belonged to Canning College, as did also the solitary graduate. Though the Canning College, having so few boys in the 1st class, did not do so very well in the Entrance Examination, yet they passed 18 out of 20! In the higher examination they did well. Canning College may be thus compared with other Colleges of the North Western Provinces :—

1870-71.	Canning College.	Benares College.	Agra College.	Bareilly College.	Lahore College.
Passed Entrance, ..	18	14	7	18	5
Passed F. A.	6	5	6	5	9
Passed B. A.	1	1	3	*Nil.*	*Nil.*

There is reason to be satisfied with the results of this year's examination. But Oonao only passed one candidate out of four. Barabunkee, Roy Bareilly, and Sultanpoor each passed but one candidate. Some schools are still unrepresented. They are Gondah, Baraich, Pertabgurh. Gondah is a very good school. The condition of Baraich and Pertabgurh will be discussed elsewhere. Lakhimpur, Seetapoor, and Hurdui have all done excellently for a beginning, and Fyzabad did fairly. Next year, Fyzabad, it is expected, will send up many candidates, and Roy Bareilly will no doubt do better.

Number of candidates who passed the University Arts' Examinations, as compared with the number of passed candidates educated in the North-Western Provinces and the Punjab.

43. The following seems to be the comparative results of the University examinations of candidates in Oudh, the North Western Provinces and the Punjab.

		Entrance.		First Arts.		Bachelor of Arts.	
		Went up.	Passed.	Went up.	Passed.	Went up.	Passed.
N. W. P., ..	1869-70 ..	124	76	32	7	9	6
	1870-71 ..	153	105	38	24	5	4
Punjab, ..	1869-70 ..	106	44	19	9	3	2
	1870-71 ..	71	50	20	15	4	1
Oudh, ..	1869-70 ..	43	20	5	2	0	0
	1870-71 ..	57	40	10	6	2	1

SECTION No. IV.—Government Schools.

44. The following is the proscribed tabular statement :— Tabular Statement, with remarks.

Description of Institutions.		Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total expenditure. From Imperial Funds.	Total expenditure. From Local Funds.	Remarks.
Government.								
Schools of the Higher class	Superior zillah Schools	8	1,972	1,893	1,598	43,084	8,693	
	Inferior zillah Schools	3	654	636	541	11,063	2,644	
Schools of the Middle Class,	Angl-Vernacular Town Schools	18	2,214	2,096	1,678	19,333	5,973	
	Vernacular Town Schools,	33	2,709	2,706	2,061	9,878	5,517	
Schools of the Lower Class.	Village Schools,	575	23,270	21,445	16,562	...	70,543	
Jail schools, ...		2	118	86	85	...	383	
Female schools, ...		69	1,369	1,293	1,056	4,919	1,940	Female Normal school closed on 1st January 1871.
Normal schools, ...		2	141	140	126	6,000	9,875	
Total, ...		710	32,447	30,295	23,707	94,277	1,05,568	

Schools have increased by 70, scholars by 3,162, and the average attendance by 1,156. The number of high schools has increased by six. There remain but three zillah schools which have not yet worked up to the Entrance standard. The vernacular town schools have increased by six, and the village schools by 33. A Normal school for training school mistresses was closed during the year. The mistress has been made Deputy Inspectress of schools, and Normal classes have been opened in connection with existing girls' schools.

With the savings effected, it has been possible to open many new girls' schools. We have now 69 girls' schools attended by 1,369 pupils, against 38 schools attended by 879 pupils as in 1869-70. Notwithstanding this increase of schools and scholars, the expenditure by Government has diminished from Rs. 94,381 to Rs. 94,277, whilst local funds have contributed Rs. 1,05,568 against Rs. 96,744.

45. The results of 1870-71 may be thus compared with those of 1869-70. Comparative Results.

Year.	Number of Institutions.	Number on the rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total expenditure. From Imperial Funds.	Total expenditure. From Local Funds.	Remarks.
					Rs.	Rs.	
1869-70	640	29,285	28,015	22,551	94,381	96,744	
1870-71	710	32,447	30,295	23,707	94,277	1,05,568	
Increase.	70	3,162	2,280	1,156	Decrease. 104	8,824	

The results speak for themselves. The improvement under "average attendance" should have been more marked. A great deal of sickness was prevalent from September to December, and the average attendance was considerably reduced. It is very satisfactory to find, that notwithstanding the improvement in the average attendance is not so great as could be wished, yet the fee receipts have increased at all descriptions of schools, more particularly at village schools.

Fee Statement.

46. The fee statement may be thus given :—

Description of Institutions.	Rates charged.	Amount of fees collected. During 1869-70.	Amount of fees collected. During 1870-71.	Remarks.
		Rs.	Rs.	
Zillah schools, including branch schools.	6 pies to 6 Rupees,	6,844	7,009	
Town schools, including branch schools.	3 pies to 2 „	2,858	2,993	
Village lower schools.	3 pies to 8 annas,	5,164	5,653	
Total, ..	3 pies to 6 Rupees,	14,866	15,655	

The fee collections are still inconsiderable, and they will bear no increase until education has become the fashion. Even now, in so thickly populated a country as Oudh, where, for the most part, individuals are extremely poor, it is difficult to realise the existing fees. The newly created town vernacular schools have not much added to the fee receipts, as these schools were not opened as town schools until January last. The importance of raising the fee receipts will be remembered, and it is hoped that, after some years, even the proportion hoped to be raised by Bombay, will be attained. There it is anticipated that one-third of the total cost of every school will be realised by fees and local funds.

SECTION IV. A.—Zillah Schools.

Relative Statistics of Zillah Schools.

47. The relative statistics of these schools are given below :—

Names of institutions.		Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial Funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Government.	Remarks.
						Rs. *	Rs.	Rs.	Rs. As. P.	Rs. As. P.	
Barabunkee, ...	1869-70	192	190	163	86	480	4,464	3 630	23 7 10	19 1 8	* In round numbers only, collections above 8 annas have been counted as 1 Rupee, below that sum they do not appear.
	1870-71	247	220	188	85	595	4,976	4,120	22 9 10	18 11 8	
Oonao, ...	1869-70	186	157	129	83	504	5,678	4,707	36 2 7	29 15 8	
	1870-71	250	242	194	80	518	5,790	4,752	23 14 9	19 10 1	
Sectapoor, ...	1869-70	213	199	176	88	730	5,763	4,615	28 15 3	23 3 6	
	1870-71	214	196	171	90	784	6,168	4,764	31 7 6	24 4 11	
Hurdui, ...	1869-70	134	126	107	85	430	4,518	4,089	35 13 8	32 7 2	
	1870-71	187	173	150	87	426	4,957	4,331	28 15 5	25 0 6	
Lakhimpur, ...	1869-70	159	163	134	82	317	4,391	3,918	26 14 11	24 0 6	
	1870-71	158	158	128	80	376	4,464	3,932	28 4 0	24 14 2	
Fyzabad, ...	1869-70	475	444	396	89	1,258	13,247	11,413	29 13 4	25 11 3	
	1870-71	517	506	444	88	1,380	13,398	11,172	26 7 7	22 1 3	
Gondah, ...	1869-70	308	266	240	90	666	5,040	3,883	18 15 1	14 9 6	
	1870-71	313	292	262	90	667	4,483	3,350	15 5 7	11 7 6	
Baraich, ...	1869-70	140	121	97	80	655	5,251	4,597	43 6 4	37 15 3	
	1870-71	211	207	171	83	579	5,830	4,913	28 2 7	23 11 9	
Roy Bareilly, ...	1869-70	249	268	216	81	735	6,772	5,609	25 4 3	20 14 10	
	1870-71	231	238	186	78	707	7,496	6,004	31 7 2	25 3 7	
Sultanpoor, ...	1869-70	192	167	145	88	519	4,582	4,063	27 6 11	24 5 3	
	1870-71	168	160	137	85	519	4,528	4,009	28 4 9	25 0 10	
Pertabgurh, ...	1869-70	142	165	129	78	551	3,636	2,965	22 0 6	17 15 6	
	1870-71	130	137	108	79	458	3,394	2,800	24 12 5	20 7 6	
Total 11 schools, ...	1869-70	2,390	2,266	1,932	85	6,844	63,342	53,489	27 15 3	23 9 8	
	1870-71	2,626	2,529	2,139	84	7,009	65,484	54,147	25 14 3	21 6 6	

48. The number of pupils has increased from 2,390 to 2,626, or by 236, and the average attendance has improved by 207. Thus, the percentage of attendance to number enrolled is 84 this year, as against 85 in 1869-70. An average attendance of 84 per cent. of the total number enrolled is a very good average, especially for a year like the past, when so much sickness was prevalent in the early portion of the cold season. The fees have increased from Rs. 6,844 to Rs. 7,009, or by about two per cent. on the previous collections. The total expenditure has increased from Rs. 63,342 to Rs. 65,484. The increase occurred chiefly in Barabunkee, Seetapoor, Hurdui, Baraich, and Roy Bareilly. But, although the total expenditure has increased, yet the average expenditure per pupil has decreased. The general average cost per pupil is now Rs. 25-14-3, against Rs. 27-15-3 of 1869-70. To Government, the average cost per pupil is only Rs. 21-6-6, against Rs. 23-9-8 of the previous year. Genoral remarks.

49. The detail of the total expenditure on zillah schools may be thus shown :— Detailed expenditure on Zillah Schools.

From Imperial funds, ...	Rs.	54,147
Fees, ...	„	7,009
Subscriptions, ...	„	2,332
Cess, ...	„	716
Municipal funds, ...	„	1,173
Other sources, ...	„	107
Total, ...	„	65,484

No debit will, it is hoped, again appear against the cess. The sum that formerly was paid from the cess towards the support of the Branch Schools will, in future, be paid by municipalities.

In July, as noticed in para. 30, the monthly charge for zillah branch schools, borne by the cess, was :—for Fyzabad Rs. 22, Roy Bareilly Rs. 26, Oonao Rs. 43, and Hurdui Rs. 8, or there was a total cess charge of Rs. 99 a month, or Rs. 1,188 per annum. At present, Oonao and Pertabgurh are the only zillah schools that do not, with the help of the municipality, entirely support all the branch schools. Each zillah school has now one main school and some two or three branches. In the returns the results for all are summed together, each main school with its branches forming one institution. After this year, the returns will be given separately.

50. Eight of the above 11 schools passed students at the last Calcutta University Matriculation Examination, and are now classed as High Schools. The schools that failed to pass any students are those of Pertabgurh, Gondah and Baraich. Gondah will I hope, be successful this year and not fail again. It now has five boys in its first class. Schools that passed and failed to pass "Entrance Candidates."

Of Baraich and Pertabgurh there is no hope for two years to come, and, indeed, I do not know that it will not be necessary finally to relegate these schools to middle class schools. The Head Master of Baraich is one of the highest paid native masters in the Oudh Educational Department. His subordinates are well paid, and the out-turn of work of the Baraich school is not in proportion to the outlay. Excepting the Baraich,

Pertabgurh and Sultanpoor Zillah Schools, all have made considerable progress during the year. The discipline maintained at the majority of these schools is excellent. The boys are amongst the most orderly and respectful of any lads that I have ever seen congregated together in India.

Results of the annual examination of High Schools.

51. The usual annual examination was held last September, and the percentage of marks gained by each class examined on paper may be thus tabulated :—

Name of Zillah Schools.	Percentage of marks gained by				Remarks.
	1st Class.	2nd Class.	3rd Class.	4th Class.	
Fyzabad, ...	35	53	33	47	Lakhimpur, Hurdui and Seetapoor did the best of all the schools and passed more candidates for the Entrance Examination than other schools.
Oonao, ...	34	44	42	41	
Seetapoor, ...	40	43	34	48	
Gondah, ...	...	51	44	47	
Barabunkee, ...	50	58	49	51	
Sultanpoor, ...	30	48	37	53	
Roy Bareilly, ...	41	42	35	39	
Pertabgurh, ...	...	...	32	31	
Hurdui, ...	49	58	48	53	
Lakhimpur, ...	52	51	39	44	
Baraich, ...	...	42	35	41	

The percentage is fair, but by no means brilliant. It is somewhat less than the percentage gained in 1869-70. This decrease does not arise from defects in the pupils, I am inclined to think, so much as from due exactness on the part of the examiners. Certainly, excepting in one boy's case, the University Examination was a complete measure of the successful character of our Provincial Examination. Thus, Lakhimpur, whose first class obtained exceptionally good marks at the September examination, passed every boy in the 1st division and took the highest place of all Government High Schools in Oudh. So, Barabunkee passed the 3rd boy in Oudh, and Seetapoor and Hurdui did well.

High School classification.

52. But the present state of our schools is shown very accurately by the classification which may be thus tabulated for the last seven years :—

Year.	Number of Pupils in classes.										Total.	Remarks.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Persian.	Sanscrit.		
1864-65, ...	...	10	36	119	154	301	264	413	...	...	1,297	
1865-66, ...	8	22	57	121	164	310	258	402	19	34	1,395	
1866-67, ...	12	18	97	87	108	244	359	477	...	25	1,427	
1867-68 ...	15	15	95	120	185	229	447	754	11	19	1,890	
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70, ...	57	109	201	183	284	344	526	686	...	...	2,390	
1870-71, ...	74	147	207	220	221	329	613	815	...	...	2,626	

There are no classes excepting the 5th and 6th that do not show improvement.

Our first, or entrance class, contains 74 as against 57 last year. I have seen all the zillah schools and they are all, with exceptions that will be noticed, progressing steadily. The classification return is especially valuable, as it enables us to separate at will our high schools into their proper sub-headings of high, middle and primary schools. Thus, by using the above classification table, we find the number of pupils in each sub-division to be as follows :—

Year.	High school proper, classes.			Total.	Middle school proper, classes.			Total.	Lower school classes.		Total.	Remarks.
	1	2	3		4	5	6		7	8		
1869-70, ...	57	109	201	367	183	284	344	811	526	686	1,212	
1870-71, ...	74	147	207	428	220	221	329	770	613	815	1,428	

All these branches, then, of our high schools look to be in a very healthy condition.

Why the lower, middle and upper classes of our high schools meet in the same building and are under one Principal.

53. And here we come to a subject that has been mooted in every recent report, discussed a little, and dismissed merely to appear in the next report. We have been asked, why we allow our high schools to perform the work of middle and primary education. "It would, surely, be better," say our questioners, "for you to have separate institutions for the "separate duties to be performed. Let the State support, as at present, "your high schools, contribute towards your middle class schools, and "let the municipalities defray the cost of your urban primary education. "At present, you throw the whole charge of high school education on "the State, and when the condition of high school education is inquired "into, it then appears that a vast deal is only primary, or at the most "middle class.

"Most educational officers will agree that it is advantageous for the "different kinds of education to be carried on separately, so that the "whole scheme of education may be especially adapted to the wants of "the greatest number.

"Your high schools filled with boys of from 13 to 16, should "be separate from your middle class schools, containing boys from "10 to 13, and these again should be separate from schools for primary "education containing little boys of 8, 9 and 10. The same hours and "discipline that will do for a boy of 8 will surely not do for a lad of 15. "Yet, you gather, in Oudh, all these boys into the same school, and sub-"mit them all to the same discipline!"

Has it ever occurred to those who object to our high schools as they at present exist, that they do not occur as a distinct species in a state of nature? They are a growth. When the Educational Department was commenced in Oudh, educational officers had first to train the primary school master, and then to catch the primary school boy. Having done this, the present system gradually grew up, our primary schools increased, and so did middle class schools and scholars, and our high schools and

scholars. But our buildings are still somewhat capacious, and our higher classes are not yet over crowded ; so each educational officer has felt that the time had not arrived when high school education could be jealously segregated from middle class education, and the building in which, as at present, high and middle class education are carried on together, devoted only to high school education. Supposing, however, that the order were given, that in high schools there was to be nothing but high school education. We should then have to provide immediate school room for 2,198 boys. About 800 of these boys would belong to the new middle class schools, and the remainder to primary schools. These boys would be followed, to whatever local habitation they eventually attained, by that portion of the high school staff, that already undertake their education. Though no longer under the same roof with the Head Master of the high school, they would still be subject to his occasional visits of inspection, and perhaps, if the Head Master were very zealous, there might not be a very great loss to education. But what would be gained ? We should merely have prematurely induced what is in reality a natural process of growth. Our middle, high and primary schools are just as much defined now by graduation of study, of teachers and of examination, as they could ever be by mere bricks and mortar. No boy is now suffered to thrust himself into any school, or into any class of any school for which he is not fit. He is examined, his class is fixed, and he may be considered to be a member of a high school or not, just as he belongs to, or is excluded from, one of the three first forms. As time proceeds, our high and middle school scholars will be so increased that, perforce, all the lower class boys must be lodged elsewhere, and possibly, we may hope, that in years to come, our upper classes will be so full that it may be judicious to give our middle classes fresh house room. Then we shall have, indeed, rigidly defined and strictly separated primary, middle class and high schools, and what is more, our high schools will depend on our *own* middle class schools, and not, as is often the case in Bombay, on middle class venture schools. In fact, in Bombay, a sufficient number of really good schools to feed high schools has not been provided. Thus, Mr. Peile remarks in the last Bombay Educational Report, page 74 :—

"A boy intended for the University goes, after passing through a "course of study in vernacular, to one of the English teaching schools "which feed a high school. If the teaching staff of that school does not "comprise a single master possessed of any real scholarship or culture, "how can the boy begin his training for College there? His time "is spent, perhaps, in acquiring an English accent which it will take "him ten years to shake off. Perhaps, however, the boy lives near no "town which possesses the rare treasure of a Superior Government "English School. In that case, he joins with 15 or 20 others in paying "a special fee to learn at the Vernacular school, from such a teacher as "chance may supply, a kind of English, of which it seems to be pretty "generally doubted, whether it is not worse than none. Of the class of "schools which give the better chance, there are only twenty-six in the "whole Presidency and Sind. All the rest are schools for vernacular "instruction, with an English department or class."

Were any such system adopted in Oudh, however bolstered up by scholarships it might be, our high schools would soon all die a natural death.

There is, however, one weakness in our high school system. We commence English too soon. I do not know that English should ever be taught until a pupil can read any easy book in his own language, can write correctly from dictation, and knows the elements of grammar and arithmetic.

54. The accompanying table shows the details of classes in our high schools. It will be seen that our three upper classes are still not over filled with pupils. They contain but 428 out of 2,626 enrolled, or hardly one-sixth. Still, since last year there has been improvement. Then the three upper classes contained but 367 :— Detailed classification statement for each high school.

Name of School.		Number of Pupils in Classes.								Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
Fyzabad, ...	1869-70	13	17	40	36	86	68	92	123	475
	1870-71	17	29	51	50	28	75	133	134	517
Gondah, ...	1869-70	...	7	25	19	32	61	75	89	308
	1870-71	5	14	21	29	30	60	87	67	313
Baraich, ...	1869-70	...	6	7	11	11	25	41	39	140
	1870-71	...	4	10	14	13	17	81	72	211
Roy Bareilly, ...	1869-70	5	13	23	21	30	43	46	68	249
	1870-71	6	20	17	28	27	19	45	69	231
Sultanpoor, ...	1869-70	8	14	15	24	20	25	43	43	192
	1870-71	6	12	17	14	23	23	37	36	168
Pertabgurh, ...	1869-70	...	...	11	13	21	20	41	36	142
	1870-71	...	...	11	15	22	20	34	28	130
Barabunkee, ...	1869-70	4	7	12	10	16	24	40	79	192
	1870-71	9	14	14	17	16	23	54	100	247
Oonao, ...	1869-70	6	14	21	14	14	22	34	61	186
	1870-71	8	14	19	10	22	31	42	104	250
Seetapoor, ...	1869-70	7	11	18	11	19	18	47	82	213
	1870-71	8	16	13	16	15	24	39	83	214
Hurdui, ...	1869-70	10	13	20	14	17	17	21	22	134
	1870-71	9	15	23	16	14	16	19	75	187
Lukhimpúr, ...	1869-70	4	7	9	10	18	21	46	44	159
	1870-71	6	9	11	11	11	21	42	47	158
Total, ...	1869-70	57	109	201	183	284	344	526	686	2,390
	1870-71	74	147	207	220	221	329	613	815	2,626
Increase, ...		17	38	6	37	...	...	87	129	236
Decrease, ...		...	...	...	...	63	15	...	...	...

55. The following tabular statement is an attempt to show the position of each zillah school, as regards attainments of pupils, number of scholars, their attendance, and fee collections :— Relative rank of high school.

Names of Schools Alphabetically.	Number of boys who passed Entrance Examination.	Position of the School.	Average attendance during 1870-71.		Percentage.		Fee collections during the year.		Salary of Head master.		Number of boys in the high school.	Number of boys in the middle school.	Number of boys in the lower school.
			Number.	Position of the school.	Number.	Position of the school	Amount.	Position of the school.	Salary.	Position of the school.			
Baraich, ...	...	...	171	6	83	5	579	6	Rs. 175 rising to Rs. 200,	4	14	44	153
Barabunkee, ...	1	5	188	4	85	4	595	5	„ 150, ...	5	37	56	154
Fyzabad, ...	2	4	444	1	88	2	1,380	1	„ 300 rising to Rs. 400,	1	97	153	267
Gondah, ...	...	...	262	2	90	1	667	4	„ 100, ...	7	40	119	154
Hurdui, ...	4	3	150	7	87	3	426	10	„ 125, ...	6	47	46	94
Lakhimpur, ...	4	1	128	9	80	6	376	11	„ 125, ...	6	26	43	89
Oonao, ...	1	8	194	3	80	6	518	8	„ 200, ...	3	41	63	146
Pertabgurh, ...	...	...	108	10	79	7	458	9	„ 100, ...	7	11	57	62
Roy Bareilly, ...	1	7	186	5	78	8	707	3	„ 250, ...	2	43	74	114
Seetapoor, ...	4	2	171	6	90	1	784	2	„ 200, ...	3	37	55	122
Sultanpoor, ...	1	6	137	8	85	4	519	7	„ 150, ...	5	35	60	73

ZILLAH SCHOOLS, EASTERN CIRCLE.

The Fyzabad zillah school.

56. The comparative progress of this school, during the year under review, may be thus shown :—

	Passed the Entrance Examination.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1869-70	3	70	190	215	475	89	1,258	25 11 3	
1870-71	2	97	153	267	517	88	1,380	22 1 3	
Increase,..	...	27	...	52	42	...	122	...	
Decrease,	1	...	37	...	...	1	...	...	

There are now 17 boys in the entrance class, and the Inspector thinks that, if the students persevere, some 10 or 12 will this year pass the examination. The average attendance of 88 per cent. is exceedingly good, and the fee collections are not inconsiderable. I visited the school in January, and found the main school house, notwithstanding the existence of three branch schools, to be much over crowded. This year, but a small sum has been allowed for educational buildings, but the first charge on the amount sanctioned will certainly be the cost of building a branch school in juxtaposition to the main building. The branch schools already in existence provide sufficiently for the wants of mohullas distant from the main school. When this ancillary school house is built, it will be possible to locate the lower school therein and to separate it from the high school. The houses in which the present branch schools are located are rented at

a cost of Rs. 150 per annum. They are inconvenient. But for one of these branch schools, the Deputy Commissioner has kindly made over to me a building formerly occupied by the main school, so that it will only remain to make suitable arrangements for two branch schools, irrespective of the proposed new main branch.

A boarding house has been provided, and though it is somewhat distant from the school, yet it is so commodious and in so open and airy a situation, that it should prove a great boon.

Sanscrit and Arabic have been introduced amongst the subjects of study, and I hope to be able to procure a good Anglo-Sanscrit Master without any increase to the expense. Arabic is taught by Moulavi Zahúr Ahmad, formerly of the Jais School. From the tabular statement it will have been seen, that the pupils, especially in the upper classes, have increased, and that the fee collections have improved and now amount to about Rs. 2-11-7 per annum for each pupil, the calculation being made on the average number enrolled. The average attendance continues to be very good. The head master reports favourably of his subordinates, and Mr. Thomson says :—"The school has profited much by Mr. Anderson's "diligence and professional ability. It has improved greatly since he "took charge of it, and is now in a highly flourishing condition. The "second master, Bábú Kesheo Déb Sandyál, and the third master, Munshí "Rám Parshád, have discharged their duties zealously and ably." In this opinion I concur. The school is in excellent order, discipline is well maintained, and much earnest work has been done successfully. At the Annual Examination in September, all the pupils, save those of the Entrance class, did well. Some pupils educated at this school obtained employment during the year on salaries ranging from Rs. 20 to 60 per mensem.

57. The present and past condition of this school may be thus compared :— The Sultanpoor zillah school.

	Passed the Entrance Examination.	Number of pupils in the Upper Division.	Number of pupils in the Middle Division.	Number of pupils in the Lower Division.	Total.	Percentage of attendance.	Fee collections.	Cost to Government per pupil per annum.
							Rs.	Rs. As. P.
1868-69,	0	17	71	124	212	83	510	20 15 5
1869-70,	0	37	69	86	192	88	518	24 5 3
1870-71,	1	35	60	73	168	85	518	25 0 10

It will be seen, that save in the upper department there has been no improvement for the past three years, but deterioration. Last year the decrease in number was reported to be caused by the withdrawal of a number of Kayathí boys, and the Head Master, Bábú Madhu Súdan, was mentioned favourably by the Inspector of the circle. Now, it is said that the establishment of village schools in the immediate neighbourhood of

Sultanpoor has affected the attendance. Certainly, the fluctuation of boys under instruction is very considerable. Thus, during the past year no less than 186 boys left school, and there were but 162 admissions. The decrease in the average attendance from 88 to 85 was no doubt caused by the excessive sickness that prevailed throughout the early part of the cold season. But the principal cause of the non-success of this school is attributed by Mr. Thomsón to the fact that the Head Master "gave all "his attention to the highest two classes and left the bulk of the school "to look after itself. It was the first year that the school contained a "first class, and the Head Master's whole time was given to preparing "boys of this class for the Entrance Examination." Mr. Thomson does not speak favourably of the second and third masters. The former is said to be wanting in scholarship, and the latter to be a dull lifeless teacher. In the September examination, the school did not do well. The boys were deficient in the Vernacular, and the third class failed utterly. Out of 14 boys examined, only three were fit for promotion. The Deputy Commissioner speaks very highly of the Head Master's popularity and devotion to his duties. I am still in hopes that the school will improve. The second master, I observe, is not matriculated, but has been for nine years in the Educational Department. The third master is matriculated, and, being a Mahomedan, thoroughly versed in the vernacular, that is the last subject in which the pupils should fail. The school will, I hope, recover its reputation.

The Pertabgurh zillah school.

58. This is another of the zillah schools in the eastern circle that has made no improvement. Its comparative state for the last three years may be thus shown :—

	Passed the Entrance Examination.	Number of pupils in the Upper Division	Number of pupils in the Middle Division.	Number of pupils in the Lower Division.	Total.	Percentage of average attendance.	Fee collections.	Average cost per pupil to Government.	Remarks.
							Rs.	Rs. As. P.	
1868-69	0	8	57	106	171	80	590	21 3 9	
1869-70	0	11	54	77	142	78	562	17 15 6	
1870-71	0	11	57	62	130	79	458	20 7 6	

When I visited the school in December, I found numerous instances of neglect. I could not acquit the Head Master, Bábú Chandra Mohan Mookerjie, of all blame. He was only appointed last year, and Mr. Thomson recorded that he expected improvement under his management. But this anticipation has not been realised. The under masters were not good, and the worst were removed. I am afraid it will be necessary to replace Bábú Chandra Mohan Mookerjie in the grade of a subordinate master. The Head Master attributes the decreased attendance to the establishment of village schools in proximity to Pertabgurh, and to the breaking up of the Settlement Office, many of whose "amla" used to send their children for instruction. The poor average attendance was no doubt caused by the great prevalence of fever during three months of the year

At the September examination the school did not do well. There is now neither first nor second class, and the school cannot send up pupils for matriculation for the next two years.

At this school, there are two t'alukdárí pupils. The t'alukdár, Bábú Ajít Singh, has assisted greatly in furthering education, and allows out-station pupils, attending the Pertabgurh school, to make use of his "Dhurum-shála," in MacAndrewgunge as a boarding house. There are eight pupils who avail themselves of the house room thus offered. Bábú Ajít Singh also sends his own relatives to school.

59. The following table shows the progress the school has made :— The Roy Bareilly zillah school.

Year.	Passed the Entrance Examination	Number of pupils in Upper Division.	Number of pupils in Middle Division.	Number of pupils in Lower Division.	Total.	Percentage of average attendance.	Fees.	Average annual cost to Government per pupil.	Remarks.
							Rs A P	Rs. As. P	
1869-70	0	41	94	114	249	81	735 6 0	20 14 10	
1870-71	1	43	74	114	231	78	707 2 0	25 3 7	

The Inspector of schools reports as follows :—

"This school is slightly inferior in point of numbers to what it was "at the close of 1869-70, there being 231 names on the register against "249 at the close of the previous year. The decrease is merely tempor-"ary and does not seem to require any particular remark. The average "daily attendance has been 78 per cent. of the number registered, and the "fees have amounted to Rs. 707-2-0 against Rs. 735-6-0. Three boys "from this school presented themselves at the last Entrance Examination "of the Calcutta University, but only one passed. The second was a "good student, but had been in ill-health for more than two months be-"fore the examination. I have seen much worse candidates pass, but "under the circumstances his failure was not altogether unexpected. But "I am quite unable to account for the failure of the third. He was not "only the best prepared candidate from this school, but the best from this "circle, and had stood first of all the boys of the second class in Oudh, at "the general examination of 1869. Indeed, I have never seen a candi-"date sent up of whose success I felt more confident. During the past "twelve years I have had to judge of the fitness of about 250 candidates, "and this is the first instance in which the opinion of the University "Examiners has differed materially from the opinion I had formed from "oral examination. The present first class is good except in English "History, and if the boys carry on their studies till December, there is "every probability of four of them passing the next Entrance Examin-"ation. The boys of the second class are rather unequal, and on the whole "not so far advanced as they ought to be. The other classes are well "grounded in the courses prescribed for them.

"The staff of teachers here is very good. Mr. Walsh's care and "diligence are as evident as in previous years. He speaks very favour-

"ably of his assistants, Múnshí Jugal Kishore, second master; Múnshí "Mazhar Hassan, third master; and Mír Ahmad Húsén, fourth master. "I consider these masters have well deserved the praise they receive."

The Gondah zillah school.

60. The boys attending this school have been very much crowded. But the school house has recently been enlarged, and it is hoped that now the work of the classes may be carried on without disturbance. The Head Master of the Gondah School is one of the best in the Province, and I trust that it will soon be possible to give him suitable promotion. The state of the school may be thus compared with its condition last year:—

Year.	Number of pupils who passed the Entrance Examination.	Number of pupils in the Upper Division.	Number of pupils in the Middle Division.	Number of pupils in the Lower Division.	Total.	Percentage of average attendance.	Fees	Average cost to Government of educating each pupil.
							Rs. As. P.	Rs. As. P.
1869-70	0	32	111	165	308	90	666 5 9	14 9 6
1870-71	0	40	119	154	313	90	666 11 6	11 7 6

As I entirely concur with the report made by the Inspector of this school, I give that report almost verbatim. "This school has made ex-"cellent progress in every respect during the past year. The Head Mas-"ter, Bábú Rám Mohan Banerjee, B. A., has hitherto proved as successful "a school-master as his predecessor, Mr. Daniell. The numbers have "risen from 308 to 313 while the average daily attendance has been 90 "per cent. of the number registered. This high average attendance is "the most satisfactory proof of the efficiency of the school, as it shows "both the care and ability of the masters, and the spirit and love of "school work among the boys. The fees are almost the same as during "the previous year *viz.* Rs. 666-11-6 against Rs. 666-5-9.

"All the classes have made good progress, and there has been a very "satisfactory increase both in the upper and middle divisions of the "school.

"I inspected this school last in January. The first class consists of "boys very laborious, but not bright, and it is not easy to form an opinion "as to what their success at the next Entrance Examination will be. All "the other classes are thoroughly well acquainted with the books prescribed "for them. The students here are much better acquainted with the verna-"cular than those of any other school in my circle, and their translating from "English to Urdu is particularly good, being precise and idiomatic. Eng-"lish reading I found rather defective, but I do not consider the masters are "much to be blamed for this. There are two large classes in each class "room, and to prevent excessive noise the masters are obliged to make the "boys read in a low voice which gradually leads to indistinctness of pro-"nunciation, especially in foreigners. Two additional class rooms are being "built, and when they are finished, this defect will, I believe, disappear.

"The staff of teachers here is excellent. The flourishing condition "of the school is the best proof of the Head Master's care and ability. "Of his assistants he says:—'The subordinate staff remains the same as "'in last year. All the masters have continued to discharge their duties "'with zeal and ability. Pundit Hriday Naráen, Múnshí Govind Saran and "'Pundit Prayág Datt deserve especial mention for the pains they have "'taken, and the skill and earnestness they have shown in teaching their "'classes. Pundit Prayág Datt is the most earnest of all my subordinates, "'and, like my predecessor, I consider him a valuable assistant. With these "remarks I entirely agree. Gondah School cannot be expected to go on "increasing as it has done during the past three years. At present there "are no village schools in the district, and boys come from villages six or "seven miles off. But during the present year a considerable number of "village schools will be established, and people will prefer sending their "boys to them, at least until they have made considerable progress. The "numbers ought not to decrease, and the upper classes ought to become "larger and larger every year. But I believe the masters will not now "be able to add greatly to the number registered."

I may add that the report of the Head Master is interesting. He acknowledges the help that he has received from the Educational Committee under its Vice President, the Deputy Commissioner, and mentions that Múnshí Sufdur Hosein Khan, Assistant Commissioner, has given him assistance. During the past year, also, books aggregating Rs. 789-1-6 were sold. Thus the sales exceeded those of the previous year by more than Rs. 200.

61. This school is not in good order. Its past and present state may be thus contrasted:— The Baraich Zillah School.

Year.	Number of pupils who passed the Entrance Examination.	Number of pupils in Upper Division.	Number of pupils in Middle Division.	Number of pupils in Lower Division	Total.	Percentage of average attendance.	Fees.	Average cost to Government per pupil.	Remarks
							Rs.A.P.	Rs. As. P.	
1869-70	0	13	47	80	140	80	654 0 0	37 15 3	
1870-71	0	14	44	153	211	83	579 0 0	23 11 9	

The school is not well managed. The classification is ridiculously poor, the upper classes being denuded of pupils whilst the lower classes are crowded. Three branch schools were opened in February, and if they are well managed, perhaps, eventually the upper classes may contain more pupils. Although the Head Master of Gondah, a graduate of the Calcutta University, has proved himself to be a much more successful teacher than Mr. Kalídás Mookerjia, the Head Master of Baraich, yet whilst the latter is paid Rs. 175, the former only draws Rs. 100. This anomaly must soon cease. The above statement includes the statistics of the branch schools. If they be omitted, then whilst the numbers and fee collections have decreased, the average attendance has slightly improved, and the cost to Government for educating each pupil has decreased. The

Inspector of Schools does not think the decreased fee collections to be a subject for regret. He is of opinion that the sum formerly collected was somewhat in excess of what the people could afford to pay. The Head Master attributes the decrease in fees to the removal from the district of a few well paid "amlah." The masters of this school do not work harmoniously together. One of the assistant masters has been removed, and it may be necessary to remove some of the other masters. But I think, with Mr. Thomson, that, "if the Head Master were a skilful manager, "the school would soon be as good as other schools of its class."

Zillah Schools, Western Circle.
Barabunkee zillah school.

62. The improvement that has taken place in this school may be thus shown :—

Year.	Pupils who matriculated.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total.	Percentage of average attendance.	Fees and fines.	Average annual cost to Government per pupil.	Remarks.
							Rs.A.P.	Rs. As. P.	
1869-70	0	23	50	109	182	86	480 0 0	19 1 8	
1870-71	1	37	56	154	247	85	595 0 0	18 11 8	

The scholars have increased by 65, the fees by Rs. 115 and the average percentage of attendance has remained about the same as last year. The solitary student who passed the Entrance Examination, was third of all the passed native scholars in Oudh and is now officiating as Head Master of the Colonelgunge anglo-vernacular school. There are now three branch schools at Barabunkee. These three schools are supported by the municipality and by a grant of one-third of their cost from the Imperial Treasury. The highest class contains nine boys as against four boys, last year, so that the number of pupils who matriculate this year ought to exceed the number that attempted last year to pass the Entrance Examniation.

At the last September examination, all the classes did well, and when I inspected the school in January last, the various classes did fairly well. The boys of the Entrance class seem to be deficient in geometry.

I am of opinion that considerable progress has been made during the year and that Mr. Daniell deserves commendation for the successful management of the important school under his charge. Mr. Daniell speaks very favourably of his second master, Bábú Grish Chunder Ghose, who is said to be zealous, intelligent and punctual. He also notices favourably Mr. Kunhya Lál, Múnshí Mahomed Hossein, Múnshí Sohun Lál and Múnshí Shunkar Lál. The only master who has not taught successfully is Moulavi Ikrám Hossein. I have already mentioned that a small boarding house, holding some eight pupils, exists here. It is now proposed to enlarge this boarding house.

63. The comparative progress of this school may be thus exhibited: The Oonao zillah school.

Year.	Passed the Entrance Examination.	No. of pupils in Upper Division.	No. of pupils in Middle Division.	No. of pupils in Lower Division.	Total.	Percentage of average attendance.	Fees.	Cost to Government per pupil.
							Rs. As. P.	Rs As. P.
1869-70.	0	41	50	95	186	82·9	504 0 0	29 15 8
1870-71.	1	41	63	146	250	80	518 0 0	19 10 1

The increase has occurred chiefly in the lower division of the school, and is, in fact, owing to the establishment of two branch schools in connection with the main school. These schools were attached to the main school in July last. There has also been an increase of ten pupils in the middle division of the school. On the whole, the pupils have increased by 64, the average attendance has risen from 129 to 194, and the fee collections have risen from Rs. 504 to Rs. 518. The fee collections for so large a school are still poor, and the average attendance should be better. The percentage has fallen from 84·5 in 1868-69 to 82·9 in 1869-70 and to 80 in 1870-71. The excuse for the decrease in 1869-70 was an out-break of cholera in the rains of 1869, and the explanation now given is the prevalence of fever during the first three months of the cold weather. These reasons for the fall in attendance are accepted for what they are worth. But there is hardly a year that passes in which, at some season or other, sickness is not prevalent; and as epidemics and other disturbing causes are not confined to one district alone, I think that these accidents do not sufficiently explain the irregularity that has prevailed at Oonao. The second Master has been absent at Benares for a considerable portion of the year on the plea of ill-health. His case is still undergoing investigation. Last year there were six boys in the highest class, there are now eight. Of four who went up for matriculation last year only one passed. No such failure can be again allowed. This year many more should pass. The pupils of this school did not do well at the last September examination. The first and fourth classes were especially backward. The head master, Bábú Sítal Pershád Gupt, is an ingenious, well educated man, and has made several excellent models of the mechanical powers and of the locomotive and other engines showing the action of the valves. I am not able to commend his subordinates. His second master, Bábú Huro Gopál Sén, has been frequently absent on the plea of illness, and many of the other masters have but recently been appointed. Moulaví Sádiq Alí, fourth master, and Múnshí Nazar Húsén, third master, only appointed in October last, are said to be working diligently. The whole of the old dispensary has now been placed at the disposal of the Educational Department as a Boarding House. Last year only a portion was given to the Educational Department.

There are now about 20 boarders. In July last, I found the cess paying Rs. 43 per mensem for the support of the branch schools. The municipality have since given a grant of Rs. 20 per mensem and the cess contribution has been diminished accordingly. I hope soon to be able to do without any help from the cess.

The Seetapoor zillah school.

64. The relative condition of this school many be thus shown :—

Year.	Passed the entrance examination.	No. of pupils in Upper Division.	No. of pupils in Middle Division.	No. of pupils in Lower Division.	Total.	Percentage of average attendance.	Fees.	Average annual cost to Government per pupil.
							Rs. As. P.	Rs. As. P.
1869-70	0	36	48	129	213	88	730 0 0	23 3 6
1870-71	4	37	55	122	214	90	783 0 0	24 4 11

The numbers enrolled at this school continue nearly the same as formerly. An average attendance previously very good has even yet improved, and now 90 per cent. of those enrolled are daily present. The fee collections show a considerable increase. Last year, out of five boys sent up to the Entrance Examination, no less than four passed. Thus, with the exception of Lukimpúr, and Hurdui, this school has been more successful in passing students at the Entrance Examination than any other Government high school in Oudh. There are now eight boys preparing for matriculation, and it is hoped that they will persevere and be successful. I examined the school in March, the classes acquitted themselves fairly, and I formed an opinion that at least five out of the eight first class boys might this year pass the matriculation examination. At the written examination, in September, the school did well.

The municipality have contributed Rs. 30 per mensem for the extension of primary education. There are now three branch schools, one having been opened at Khyrabad, a very populous town with 15,677 inhabitants. Khyrabad is about six miles from Seetapoor. This school was only opened in March and has already 26 boys and an average attendance of 24. So it is expected to do well. The head master speaks favourably of his assistants, especially of Bábú Jokhu Rám. A bungalow has been rented as a Boarding House. But at present the boarders are few enough in number.

The Hurdui zillah school.

65. A house was built for this school. But it is already too small and one of the classes now sit in the verandah, otherwise the building is suitable and is rather an ornament to the place. A well is to be dug, and so soon as funds are forthcoming a boarding house will be built. The past state of this school may be thus compared with its present condition :—

Year.	No. who passed the Entrance Examination.	No. of pupils in Upper Division.	No. in Middle Division	No. in Lower Division.	Total.	Average attendance per cent.	Fees.	Cost to Government for educating each pupil.
							Rs. As. P.	Rs. As. P.
1869-70	0	43	48	43	134	85	430 0 0	32 7 2
1870-71	4	47	46	94	187	86	425 0 0	25 0 .6

The pupils have thus increased by 53, the average attendance has improved both relatively and absolutely, and the cost of educating each pupil has fallen from Rs. 32 to Rs. 25. Eight pupils were sent up to matriculate, of whom four passed, two being placed in the first division and two in the second division. There are now nine boys reading for the entrance examination. I examined the school in March. All the classes did fairly, and I believe that the pupils of the first class will, if they persevere, have a fair chance of passing. The decrease in the fee collections is owing to the withdrawal of some "amlah" from the station and to the loss of a T'alukdarí pupil who now reads at the Wards' Institution, Lucknow. There are now three branches in connection with the Hurdui school. These branches are supported by the municipality and by an imperial grant of one third of their cost. At the last September examination the pupils did very well. There have been some changes amongst the masters, owing to the promotion of the third master to Durriabad. The head master acknowledges the services of Bábú Mohendra Náth Dutt, the second master. I quite agree with the head master in highly estimating the services of this master. He is a very painstaking teacher, and unassuming man. The head master also mentions with approbation the work of Abdúl Qadir, Pundit Ram Charan Tewarí, and Baijnáth Pershád. The success achieved by the head master Bábú Ishán Chander Banerjia, is his best recognition of good service. There are no zillah schools in Oudh, that have been more carefully taught or that are in a better state of discipline than those of Hurdui, Seetapoor and Lukhimpúr.

The Lukhimpúr zillah school.

66. The state of this zillah school may be thus shown :—

Year.	No. of pupils who passed the Entrance Examination.	No. of pupils in Upper Division.	No. of pupils in Middle Division.	No. of pupils in Lower Division.	Total.	Percentage of average attendance.	Fees.	Average cost to Government for educating each pupil.
							Rs. As. P.	Rs. As. P.
1869-70	0	20	49	90	159	82	317 0 0	24 0 6
1870-71	4	26	43	89	158	80	375 0 0	24 14 2

Thus, whilst the numbers have remained nearly the same, the upper classes have improved. The fee collections have also increased, but the average attendance has slightly diminished. The rains were very heavy last year, and the boys got to school with difficulty. One of the wings of the building was also damaged. It is now undergoing repair. Four boys went up for the matriculation examination. All passed. Two of the pupils took the first place of all native students in Oudh.

I hope that this year, also, the pupils will be successful. At the September examination, the pupils acquitted themselves fairly, and I thought the school to be in good order, when I visited it in March last. All the boys who passed the Entrance Examination obtained scholarships,

but one of them, Rajendra Náth Obadadar, generously resigned his scholarship in favour of candidates less able to bear the expense of their further education at Canning College.

The head master speaks very warmly of the encouragement extended to him and to his pupils by Mr. McMinn, the Settlement Officer. Mr. McMinn has given a scholarship of Rs. 6 to Nihal Singh, the lad who passed first of all the native students in Oudh at the Entrance Examination. Mr. McMinn was also pleased to increase the number of prizes given away after the last annual examination and has offered a prize of Rs. 10 for the best proficient in Indian History. The head master notices with satisfaction the work of Bábú Mádhub Chunder Ghose, second master, Moulaví Múmtáz-úl-Huq, fourth master, and Moulaví Ryáz-úl-Huq, sixth master. The third master has not been long appointed. Hitherto he has done well. The head master, Bábú Hém Náth Mojimdár, has, on the whole, had a very successful year, and the satisfactory results are due to his good management and industry. The school is now suffering considerable inconvenience, for it has been requisite to remove the school, to allow of the necessary repairs so urgently needed. I hope that the repairs will be proceeded with vigorously, so that the school may return at an early date to its old quarters.

Zillah school buildings.

67. All the zillah schools are suitably housed. But the Hurdui school house will eventually require enlargement; and the accommodation at Fyzabad is not nearly sufficient. The only indifferent building is that of Lukhimpúr, now under repair, whilst all the others are substantial, and, with two exceptions, sufficiently commodious.

SECTION IV.—B. Middle Class Schools.

I.—Anglo-Vernacular.

Statistics of Anglo-Vernacular Middle Class Schools, Annual Examination, Classes Progress, Alteration of classification.

68. There are still eighteen Anglo-Vernacular Middle Class Schools. Eleven of these schools are maintained entirely from the Imperial educational grant, whilst in seven schools the Vernacular establishment is paid from the Government allotment, and the English departments are supported partly by the State and partly from subscriptions according to the grant-in-aid rules.

The statistics of these schools may be thus shown :—

Institution.	Year.	Number of institutions.	Number of pupils on roll at close of the year	Average number of pupils on rolls during the year.	Average attendance during the year	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial funds.	Cost per pupil. Total cost.			Cost per pupil. Cost to Government.		
							Rs.	Rs.	Rs.	Rs.	As.	P.	Rs.	As.	P.
Anglo-Vernacular Town Schools.	1864-65,...	18	1,548	...	972	...	541	20,344	13,472	20	14	10	13	13	9
	1865-66,...	19	1,907	1,714	1,424	83	1,056	28,590	19,455	20	1	3	13	10	7
	1866-67,...	19	2,072	1,899	1,593	83	1,186	25,938	17,168	16	4	6	10	12	5
	1867-68,...	20	2,258	2,174	1,716	78	1,581	32,020	23,284	14	11	8	10	11	4
	1868-69,...	19	2,164	2,149	1,775	82	2,013	30,510	22,348	13	15	0	10	3	4
	1869-70,...	18	1,840	1,965	1,599	81	1,945	26,809	20,389	13	10	3	10	5	11
	1870-71,...	18	2,214	2,096	1,678	80	2,054	25,306	19,333	12	1	2	9	3	7

The scholars have increased from 1,840 to 2,214 or by 20 per cent., and the average attendance has risen from 1,599 to 1,678, the percentage remaining about the same as last year, 80 per cent. is a very fair average attendance, but I should like to see it some 4 or 5 per cent. higher. The fee receipts have risen and the expenditure has decreased. The annual cost to Government of educating each pupil is now only Rs. 9-3-7. These statistics show considerable improvement. In the North-Western Provinces there appear to be 14 Anglo-Vernacular Middle Class Government Schools. There the average annual cost to Government of educating each pupil was in 1869-70 Rs. 29-5-9.

The Annual Examination.

The following statement shews the result of the September written examination :—

Names of Anglo-Vernacular Town Schools.	Percentage of marks gained by the 1st Class.	Remarks.
Durriabad, ...	52	
Rudowlie, ...	60	
Ramnugur, ...	57	
Hydurgurh, ...	47	
Poorwah, ...	46	
Biswah, ...	52	
Shahabad, ...	*38	* *Very bad.* Pass marks would have been 33, thus the pupils barely passed.
Bilgram, ...	40	
Sundilah, ...	58	
Mahomdee, ...	42	
Golah, ...	57	
Akberpoor, ...	61	
Tandah, ...	45	
Jais, ...	41	
Inhonah, ...	51	

The 1st class, corresponding with the 4th class of high schools, was alone examined on paper. The other classes were examined *vivâ voce.*

Classes.

The statement shewing the classification of the pupils on the 31st March may be thus given :

Institutions.	Year.	Number of institutions.	Number of pupils in classes.					Total.
			I.	II.	III.	IV.	V.	
Anglo-Vernacular Town Schools.	1864-65, ...	18	21	150	328	397	652	1,548
	1865-66, ...	19	115	245	412	448	687	1,907
	1866-67, ...	19	81	192	276	528	995	2,072
	1867-68, ...	20	84	218	285	547	1,124	2,258
	1868-69, ...	19	146	189	386	517	976	2,164
	1869-70, ...	18	147	209	291	489	704	1,840
	1870-71, ...	18	190	233	290	569	932	2,214

Here too there has been improvement, all classes save the 3rd shewing an increase. The increase in the highest class is especially commendable, the pupils in that class having in one year increased by nearly 30 per cent. But the number of boys in the lowest class 952, that is of boys not advanced beyond the vernacular primer, is very considerable. The educational department will do all in its power to increase the number in the higher classes, and so relatively to reduce the number in the lower classes. But so long as the natives of Oudh are content that their children should acquire a mere smattering of knowledge, and remove them from school at a very tender age, it is manifest that the lower classes must always be over-crowded. Inspectors can only insist upon the regular promotion of pupils and see that they do not linger for years in the lower classes.

Progress.

The comparative progress made in each school may be thus exhibited :—

District.	Names of Institutions.		Numbers of pupils in classes.						Remarks.
			I.	II.	III.	IV.	V.	Total.	
Bawhunkee, ...	Durriabad, ...	1869-70	7	6	21	28	26	88	
		1870-71	10	17	24	29	67	147	
	Rudowlee, ...	1869-70	3	10	12	19	21	65	
		1870-71	7	8	12	26	29	82	
	Ramnugur, ...	1869-70	5	7	12	14	27	65	
		1870-71	6	8	12	13	31	70	
	Hydergurh, ...	1869-70	9	9	10	14	18	60	
		1870-71	11	7	17	18	29	82	
Oonao, ...	Poorwah, ...	1869-70	10	10	25	37	59	141	
		1870-71	11	18	27	37	76	169	
Seetapoor, ...	Biswah, ...	1869-70	11	21	22	25	49	128	
		1870-71	15	18	18	21	56	128	
Hurdui, ...	Shâhabad, ...	1869-70	12	14	24	55	56	161	
		1870-71	11	23	22	97	113	266	
	Bilgram, ...	1869-70	16	14	16	35	48	129	
		1870-71	13	16	14	52	66	161	
	Sandilah, ...	1869-70	15	14	14	67	53	163	
		1870-71	14	11	22	59	63	169	
Kheree, ...	Mahomdee, ...	1869-70	13	18	21	23	39	114	
		1870-71	15	18	18	26	43	120	
	Golah, ...	1869-70	8	8	12	13	13	54	
		1870-71	5	9	14	19	42	89	
Fyzabad, ...	Akberpoor, ...	1869-70	14	14	17	18	13	76	
		1870-71	17	12	14	35	22	100	
	Tandah, ...	1869-70	12	11	17	31	61	132	
		1870-71	10	14	14	18	88	144	
Gondah, ...	Atroulah, ...	1869-70	...	17	19	23	32	91	
		1870-71	8	13	18	25	31	95	
	Colonelgunj, ...	1869-70	...	7	15	28	56	106	
		1870-71	6	13	15	20	56	110	
	Nawabgunj, ...	1869-70	...	8	6	19	73	106	
		1870-71	6	7	10	39	66	128	
Roy Bareilly, .	Jails, ...	1869-70	10	14	20	23	20	87	
		1870-71	15	11	10	18	36	90	
	Inhonah, ...	1869-70	8	10	9	17	16	60	
		1870-71	10	10	9	17	18	64	
	Total 18 schools,	1860-70	147	209	291	489	704	1840	
		1870-71	190	233	290	569	932	2214	

Last year it was remarked, that it was not advisable to increase this class of schools, but rather to concentrate our English teaching at the high schools that now exist in every district. There is always a danger lest in Anglo-Vernacular middle class schools, a very superficial acquaintance with English should be acquired at the expense of a sound knowledge of the vernacular. It is judicious therefore to postpone the study of English until a fair proficiency in the vernacular has been acquired. This has been done.

Alteration of classification.

69. I append a few remarks on each school.

Anglo-Vernacular Middle Class Schools, Western Circle.

Purwah.

1. *Purwah.* The number on the rolls has, owing to the establishment of a branch school, risen from 141 to 169. When I visited the school in November, I was not altogether pleased with its state. The school rooms I found in a very untidy condition. But from the remarks of subsequent inspecting officers I am led to believe, that the masters now pay more attention to neatness. The fee collections have slightly decreased. The school has made some progress, and the examination passed by the pupils was on the whole fairly good. The Committee take an interest in the school and have raised a small sum to provide books for indigent boys. The head master particularly notices the assistance given to him by Sheikh Khoda Buksh, Inspector of Police. Two boys obtained scholarships during the year, and proceeded to the zillah school to prosecute their studies. The report of the head master Bisheshur Prashad is full and to the point.

Shahabad.

This is a good school, though the highest class boys did not do well at the annual examination.

The numbers have increased from 161 to 266. The school house is an excellent building, but is situated on low ground, and is difficult of approach in the rains. The committee recommend that a road should be made connecting the school house with the main road leading to the tahsíl. I think this should be done. The committee assemble regularly and their supervision is valuable. The average attendance has increased from 149 to 217, and the fee collections from Rs. 210 to Rs. 240. The cost to Government of educating each pupil has fallen from Rs. 12 to Rs. 6, or is just half of what it formerly was.

There is a very large brahmin population at Shahabad, and some of the principal inhabitants called on me and asked that provision should be made to teach Hindí in the main school. I have been able to make arrangements for its introduction. The increased number of Mahomedan boys attending this school is very marked. There are now 162 Mahomedans against 55 of last year. The school is especially indebted to the Tahsíldár and to Mahomed Amín Khan, who allows a branch school to meet at his house, and to this branch school he sends his relatives. At the last annual examination, the Shahabad boys did not do so well as they ought to have done. In March last too, I found that the pupils of the 1st class wrote English very incorrectly from dictation. Their copybooks also were not good. I think that still better results might be achieved, if the Head Master Jowala Pershád, were a little more energetic.

Bilgram.

(3).—*Bilgram* contains 11,534 inhabitants, or there are some 961 boys of a school-going age. Yet the number of students at the Government school is 161 only. But there has been improvement, the number enrolled last year, being only 143. The average attendance has, however, decreased from 85 to 82 per cent. and the fee collections have decreased from 185 to 153 rupees. All this shows neglect. The cost to Government of educating each pupil has decreased from Rs. 8 to Rs. 6.

When I visited the school in March, I was not altogether satisfied with its state. The pupils did not write and read English well, but on the other hand their vernacular was fairly good, and in geometry, the 1st class boys did fairly. The school house was then in a shocking state of disrepair, one of the school rooms was unroofed.

The report of the Head Master is meagre.

Sundila.

(4.)—*Sundila.* The school house I found in March last to be unroofed. It was only built a short time ago, but has not been occupied for more than three months. The school now meets in a hired house. The pupils have increased very slightly, but the average attendance has improved considerably, and is now 89 per cent. of the number enrolled. This percentage is in excess of what prevails at many high schools. In the September examination, the 1st class boys acquitted themselves excellently. The fees have slightly decreased and the cost to Government of educating each pupil has fallen from Rs. 7 to Rs. 4. The number of pupils at the Sundíla school ought largely to increase. For the town contains 15,511 inhabitants. Yet of 1,292 boys of a school-going age only 169 pupils attend the Government school. The Head Master does not seem to receive much assistance from the school committee. Seven boys during the year having arrived at the highest class in this school went to a zillah school to complete their education.

Hydergurh.

(5.)—*Hydergurh.* The pupils have increased from 60 to 82. All the classes save the second, shew a slight increase. The average daily attendance has risen from 40 to 52. But the absenteeism is still disgracefully large, only 63 per cent. of the numbers enrolled being present daily. The fees have increased from Rs. 82 to Rs. 108. Owing to the influence of the Tahsíldár, Shám Behárí Lál, some of the neighbouring T'alukdárs used to send their relatives to this school. They were, however, in spite of the remonstrances of the Head Master, Pundit Gopínáth, exceedingly irregular, and have now ceased to attend. The place is not populous, and if the average attendance were only better, the school might, relatively to others of the same class, be considered in fair order. At the last Annual Examination, the 1st class pupils did fairly well, but only one obtained a scholarship, and no boys went up to any high school to prosecute their studies. The school house is undergoing repair.

Durriabad.

(6.)—*Durriabad.* The pupils have increased from 88 to 147. The expenditure has decreased from Rs. 1,639 to Rs. 1,353, and the percentage of average attendance increased from 80 to 82. The fee collections remain nearly as before. They would have shown an increase in proportion to the improved numbers, had not the influx of scholars occurred

towards the close of the year. There has been a steady advance in fee collections since December. The cost to Government of educating each pupil has fallen from Rs. 13 to Rs. 10. At the last Annual Examination, the 1st class boys did well. Two pupils have joined the Barabunkee high school. The Head Master Mahomed Sujjad, speaks favourably of the exertions of the school committee. The more active members of the committee are Mián Karum Karím, Mukhdoomzádá, Hakim Kasim Alí, Surbarákár, of the Court of Wards, and Roy Sheo Ráj Bali, T'alukdár. The Head Master speaks well of his subordinates.

Rodowli.

7. *Rodowli.*—This school has suffered greatly from the protracted illness and ultimate death of the late head master Syud Mahomed. The present head master Múnshí Imdád Alí, a matriculated student, joined his appointment in March last. Whilst the number on the rolls has increased from 65 to 82, the average attendance has decreased from 71 to 56. This alone shows the unsatisfactory state of the school. I may add, however, that the average number on the rolls was only 56 as against 71 in 1869-70. Thus the influx of pupils occurred towards the close of the year. The cost to Government of educating each pupil has with so poor an attendance increased from Rs. 10 to Rs. 13. The 2nd master Qazi Hossein Ahmed managed the school during the absence of the head master, until his death. The attendance at the school increased during his regime. For, when he assumed charge there were only 53 names on the register. Now that a fairly competent head master has been appointed, I shall expect constant progress. Imdád Alí's annual report, however, is meagre and does not evince much mental calibre.

Rámnugur.

8. *Rámnugur.*—The report from the head master Rámnugur is also very poor. I visited the school in January, and I was not pleased with its condition.

The school committee do not visit the school. Resident members should be appointed. Rajáh Surubjít Singh a member of the school committee continues to subscribe Rs. 20 per mensem towards the support of the school. Though there is a very large Brahman population in Rámnugur, yet few of the Brahmans send their children to school.

The prevailing caste amongst the pupils is that of Kayuths, and in April last there were but 14 Brahmans attending the school. The number enrolled, the average attendance, and the cost per pupil remain about the same as last year. The pupils are generally very unprepossessing in their appearance, and I should say possessed of but little mental activity. The fee collections have been for the past two years miserably poor. The head master has resigned his appointment and has been succeeded by Urjoon Singh, who was educated at Canning College and is the son of a T'alukdár at Khyrabad. It is hoped that Urjoon Singh will increase the attendance and secure a better class of students. In addition to the change of head masters, an additional Nagri teacher has been appointed from the savings effected. The Nagri teacher was selected in the hope that he would be able to induce the Brahmans to send their children to school.

Biswah.

9. *Biswah.*—This school has suffered considerably from the want of a proper school house. A new school house was sanctioned long since, but the building has progressed but slowly. I have been assured, that it will be ready before the rains, but the work was very little advanced when I visited the school in March. Accordingly I sanctioned the repair of the house occupied temporarily by the school. Even when the school house is finished, this Nazúl building will accommodate a branch school and afford quarters for the masters. There has been no increase either in numbers, attendance or fees during the year. The average attendance, however, continues to be fairly good and is 83 per cent. of the average number enrolled. Biswah is not a place of any great population, so that we cannot look for any great increase to the school. But the head master Sheo Chander Bhattacharjeá is a man of considerable ability, and he ought to improve the school. When I inspected the school in March. I found the discipline to be good. But the boys of the highest class did not pass a very good examination. The lower class boys on the whole acquitted themselves fairly. The classification has improved since last year. But there are still too many boys in the lowest class. The pupils did fairly at the annual examination, but none were sufficiently advanced to obtain scholarships. The head master does not speak in very high terms of the labours of the committee. There were but three meetings during the year and at these meetings the members who are T'alukdárs were not present. The Tahsíldár does what he can, and two branch schools are to be opened in the heart of the town. These branches will be partially supported by subscriptions. Though the school has not made much progress, yet I cannot say that it is in bad order. Next year I think it will do better.

Mahomdí.

10. *Mahomdí.*—The pupils have increased from 114 to 120, but the percentage of average attendance has fallen from 90 to 83. The fee collections show a slight increase, and the cost to Government of educating each pupil has declined. But Mahomdí is a place of large population and contains 570 boys of a school-going age. So there should be more than 120 boys at the Government school. The roof of the school house has entirely given way, and the place is now under repair. During the repairs the boys have been located in some neighbouring buildings, inconvenient enough and out of repair. Unless the school house is repaired before the rains, the school must suffer. The matter has been under correspondence ever since the 28th October 1870, yet when I visited the place in March nothing had been done save to shore up the roof. The classification has slightly improved since last year. The Inspector examined the school during the year. He does not speak highly of the attainments of the pupils. When I visited the school in March about half the boys were away at a neighbouring fair. This school is not in such good order as it might be with thoroughly good and pains-taking instruction. At the last annual examination, however, the 1st class boys did fairly well, 8 passed, two of them are now reading at a high school, one at Agra College, and another has obtained an under-mastership in the same College. The 1st assistant master was removed from his appnoitment for absence without leave.

Golah.

11. *Golah.*—The pupils have increased from 54 to 89, the fees from Rs. 46 to Rs. 71 and the average cost to Government of educating each pupil has fallen from Rs. 8 to Rs. 6. But there has been very considerable absenteeism. In the report for 1868-69, Mr. Handford recorded that the school had somewhat improved, but was still behind most of the Anglo-Vernacular middle class schools. It has since that time improved, but is even now in a backward condition. Thus of the 89 boys enrolled, 42 are not advanced beyond the primer. The 2nd, 3rd and 4th classes all show an increase, but the boys in the highest class have actually diminished. And there are now so few boys in that class, that it seems hardly worth while to maintain it. At the last annual examination all the boys in the 1st class, five in number, passed. One obtained a scholarship, and is now studying at the Lukhimpúr high school. Last year the reduction of the Golah school to the vernacular town school grade was under contemplation. But as the master Múnshí Vazír Hosein showed considerable energy and succeeded in increasing the attendance, its reduction has been postponed. I may add that a considerable sum is raised by subscription for the support of the English Department of this school. The school committee has been active and the Tahsíldár has readily lent his support to the head master.

Anglo-Vernacular Middle Class Schools, Eastern Circle.

70. The seven schools of this class that remain for report, are in the eastern circle. Mr. Thomson describes their condition in his Annual Report.

Tandah.

*a. Omitting the branch school.

1. "The school at Tandah has improved in several respects, during "the past year. The number registered is 112*a. against 100 at the close of "1869-70. The average daily attendance has been 103*a. against 93, and "the percentage daily present has risen from 81 to 82*a. The amount of "fees however has been only Rs. 120*a. 9 0 instead of Rs. 122 14 0.

"The classes were as follows :—

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70	12	11	17	31	29	100
1870-71	10	14	14	18	56	112

"The number of pupils in the 5th class is much too large, but half "of them are fit for promotion and will be promoted in April.

"These remarks apply only to the main school. Besides this there "is a branch school attended by 32 boys mostly banyas' sons, who learn "enough of writing and accounts to enable them to manage their business "and have no wish for anything farther.

"When I inspected this school in November, I found the classes had "been fairly taught in all the subjects prescribed and particularly well in "arithmetic and dictation. Múnshí Rám Gholám though not very ener-"getic is a careful teacher, and both Pundit Parshotam Dás and Múnshí "Sarjú Prashád have worked diligently and successfully."

The fifth class as remarked by the Inspector is indeed much too large. If the branch school be considered with the main school, then there are no less than 88 boys out of 144, who on the 1st of April had not advanced sufficiently to read the Urdú 2nd book and write from dictation. The Deputy Commissioner, Fyzabad, has remarked on the apathy of the Tandah people. I may add that there are about 1128 boys of a school-going age at Tandah, and as the number of pupils at the Government school including its branch does not exceed 144, it cannot be said to be very popular or to do much for mass education. The head master says that the school committee have done nothing. The school house was still unfinished at the close of the year.

The Assistant Engineer reported on the 24th May, that the masonry except that of the large hall, was complete up to the wall plate. The verandah was finished with the roof. The side rooms were about to be roofed. The verandah room was finished and plastering to the interior had commenced.

Akberpore.

2. "This school has made excellent progress during the year under "review. The numbers have risen from 76 to 100, the average daily at-"tendance from 63 to 79 and the percentage daily present from" 77 to 85

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"The fees have risen from Rs. 83-14-0 to Rs. 110-15-0. In the "general examination the boys of this school did remarkably well. All "the 8 boys of the first class were found fit for promotion, and four of them "gained scholarships. I inspected the school in November when the "boys did fully as well in the oral examination as they had previously "done in the written examination.

"The classes were as follows :—

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70	13	14	17	18	14	76
1870-71	17	12	14	35	22	100

"The classification is really better than it appears above, for, on the "the 1st April, the boys of the third class were promoted to the second, "and twelve boys from the fourth class advanced to the third class.

"The head master, Munshí Deokalí Dín has shown great tact and "diligence in the discharge of his duties, and he has been ably assisted by "Anwar-úl-Haq, second master, and Baldeo Prashád, third master. In "my last Annual Report I mentioned that it would probably be desirable "to add another class to the scheme of studies here. But after the gene-"ral examination I found that the new school building had not been "begun, and it is impossible to find sitting room for another class in the "present building. The walls of the new school are now about three "feet high, but I must repeat the remark I have had to make in every "report for the last four years, *viz.*, that I am altogether unable to say "when it may be ready for school use"

In May the Assistant Engineer reported that the masonry was complete up to the wall plate. The verandah was roofed and arrangements were being made to fix the beams in the other rooms. The Chief Engineer has done every thing in his power to hasten the work.

The classification of this school is all that could be desired. The upper classes are well filled with pupils, and the lowest does not, as in many schools in Oudh, contain a very large proportion of the pupils enrolled.

3. *Jais.*—"This school fell off in 1869-70 and has not improved "during the past year. The head master and 2nd master took to quar- "relling and thwarting each other, and although both of them are good "teachers, they did not manage well together. Both had their salaries "reduced and were removed to other schools in October. But although "the school has in some respects improved under the new masters, it is "still far from satisfactory. The number registered is now 90 against 87 "at the close of 1869-70. Jais.

"The average daily attendance during the past year has been only "66 against 76 in the year previous. This poor attendance is due prin- "cipally to the fever which prevailed here after the rains, and almost "closed the school for two months. The fees have amounted to "Rs. 79 0 6 against Rs. 77 11 0. The classes were as follows :—

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70	10	14	20	23	20	87
1870-71	15	11	10	18	36	90

"After the general examination, six boys of the first class were found "fit for promotion. Two of them got scholarships and went to Roy Bareilly "school. The other four were too poor to proceed to a zillah school and "so have discontinued their studies.

"I inspected this school in March. The 2nd class, I found very bad, "and none of the other classes so well grounded in the subjects of study "as they ought to have been. A very able head-master is required for "this place as the present confusion in the school and the extreme poverty "of the people of Jais will make the re-formation of a good school here "a difficult task."

Mr. Thomson describes the state of the school very accurately. I hardly even remember to have inspected a school that had been so indifferently taught. The head-master mentioned by Mr. Thomson as having been removed was sent to Pertabgurh. He was succeeded by Muzhur Hossein, who petitioned to be allowed to return to Roy Bareilly on reduced pay. His petition was granted and Makhan Lál of Roy Bareilly was transferred temporarily to Jais. Subsequently a Mahomedan gentleman who had passed the First Arts Examination, and was possessed of some experience, was invited from Bengal. But after accepting the post

he delayed so long in joining that his appointment was cancelled. I now hope to make other arrangements.

Inhona.

4. *Inhona.*—"Pundit Rattan Náth, whose negligence I was obliged "to report several times, was removed from the head mastership of this "school in November, and Pundit Badri Narayan Misr appointed in his "place. The new head master is careful and laborious though not so "energetic as I could wish. The numbers registered are 64 against 60 "at the close of 1869-70. The percentage daily present has been 77, "which is rather low. Fees to the amount of Rs. 55-12-6 have been "collected. In the previous year the fees were only Rs. 45-12-0. The "classes were :—

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70, ...	8	10	9	17	16	60
"1870-71, ...	10	10	9	17	18	64

"I inspected this school in February. The three higher classes had been "well taught, but the two lower had not made so much progress as they "ought to have made. The second master Múnshí Mata Prasád is a "very able teacher, and the third master Pundit Ram Nidh has also "worked to my satisfaction."

Utrowla.

5. *Utrowla.*—"The numbers in this school remain very much as "they were in 1869-70. There are 95 on the roll against 91 and the "average daily attendance has been 82 per cent of the number registered, "the same as it was during the previous year. The fees have amounted "to Rs. 127-9-0 against Rs. 126-2-6. The classes were :—

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70, ...	0	17	19	23	32	91
"1870-71, ...	8	13	18	25	31	95

"I examined this school in January and was highly pleased with the state "in which I found it. All the classes had been soundly taught, there "was a good spirit among the boys, and the subordinate masters were "co-operating heartily with the head master, Múnshí Jageshwur Prasád, "maintains his character as a diligent and successful school master, and "speaks well of both his assistants.

"I must not omit to mention that the Settlement Officers Captain "Erskine and Mr. Benett visited the school several times while encamped "here, and gave a considerable sum of money as prizes. I inspected the "school about a week after these gentlemen had left Utrowla, and the "good effect their encouragement had produced both among the masters "and the boys was very apparent.

The report of the head-master is interesting.

6. *Nawabgunj.*—"The improvement in this school during the year "under review has not been great. The numbers have risen from 106 "to 128 and the average daily attendance has been 84 against 75. But "the fees have fallen from Rs. 93-2-8 to Rs. 78-2-6. This ought not to "have been the case in a wealthy town like Nawabgunj. The classes "were as follows :— Nawabgunj.

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70, ...	3	8	6	19	70	106
1870-71, ...	6	7	10	39	66	128

"At the close of 1869-70, the condition of the school was as bad "as it possibly could be. A new head-master, Pundit Ganga Sahai, was "appointed at the beginning of 1870-71. He has worked very diligently, "improved the school in some respects, and will ultimately, I believe, "make it as good as it can be made. It will be observed that the num-"bers in the two lowest classes are excessively large. But this is not the "fault of the masters. Most of the boys are the sons of banyas, who "consider a little writing and arithmetic a perfect education. They "would barely allow their sons to give the time necessary for farther "progress, were the education free ; and as to paying for books and fees "they consider that altogether out of the question. Though banyas are "more able to pay for their children's education than most of their neigh-"bours, they are less willing to do so than any class of people in this "province."

7. *Colonelgunj.*—"This school has improved steadily, though not "rapidly, during the past year. The numbers are now 100 against 106 "at the close of 1869-70, and the average daily attendance has been 83 "per cent. of the number registered. The fees have risen from Rs. 68-5-0 "to Rs. 81-15-0. The classes were as follows :— Colonelgunj.

Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70, ...	0	7	15	30	54	106
1870-71, ...	6	13	15	20	56	110

"I inspected this school in February. The English pronunciation "of the highest class was defective, and arithmetic had been badly taught "in all the classes. But in other subjects the boys answered creditably." There has been some improvement, but when I visited the school, I did not find it in good order, and the head master has been removed. He was young, unmatriculated and of little calibre. Mr. Thomson, however, thinks that the slight improvement manifested was due to him. It will be observed that there are even now 56 out of 110 boys

in the lowest class. In January I found that 23 of the lowest class boys had been in that class for more than twelve months. The present Head-master is a matriculated student, and was third of all the native pupils in Oudh last year. The school committee have not been very active. But the head-master records that Mr. Sufdur Hossein Khan, Extra Assistant Commissioner has visited the school.

General remarks on middle class schools in the Eastern Circle.

71. Mr. Thomson remarks generally on the state of the Anglo-Vernacular middle class schools in his circle.

"The English town schools have been on the whole successfully ma-"naged during the past year, and except Jais, they have all improved "considerably either in numbers, in efficiency, or in both. Akbarpur and "Utrowla are the best schools of this class in my circle."

"The present course of study is not altogether satisfactory. It "consists of five classes corresponding to the five lowest classes of a "zillah school. If the boys on finishing this course were to proceed to "a zillah school for a year or two they would acquire a good knowledge "both of the Vernacular and English. But many are unable to go to "a zillah school and so are left with only a slight knowledge of English, "and what is worse with but an imperfect knowledge of the Vernacular. "It seems to me desirable now to add another class to the scheme of "studies. This would give the boys somewhat higher instruction in "English and mathematics and a thorough knowledge of their own Ver-"nacular." The subject was mooted in the report for 1868-69, and the decision of the Chief Commissioner seems to me unanswerable. There were then 146 boys in the 1st class. There are now 190. This gives an average of 10 boys per school. The want of the province is rather Vernacular than English education and I should prefer a greater expenditure on scholarships, by which the more deserving boys at middle class schools might attend zillah schools, rather than an increase to the English teaching staff at middle class schools. This was the decision of Mr. Davies. At the same time I may observe, that I think English is commenced too soon, and I would postpone the commencement of English until the pupils possess a better knowledge of the Vernacular than they do at present. This may be done at very little expense by adding a 6th class to Anglo-Vernacular town schools. The pupils then in the highest class whilst possessing a knowledge of English equal to that which they now acquire, may have greater attainments in the Vernacular. The curriculum for 1871-72, has, as will appear from the appendices, undergone some slight change. A 6th class has been added and it will remain for this department to require eventually a greater knowledge of the Vernacular from boys at all Anglo-Vernacular schools before allowing them to prosecute their studies in English. The change can be easily effected, but will not take place until *September 1871.*

Section IV B.—II. Vernacular Town Schools.

General remarks on Vernacular Town Schools.

72. The schools have increased from 27 to 33, the pupils from 2,428 to 2,709 and the cost to Government has fallen.

The average attendance is, however, not quite so good as it should be, and is 2 per cent less than it was last year. An attempt must be made to improve the attendance. I have followed the classification adopted last year, but the two schools at Mohán should be excluded as they belong to the village school grade. Indeed next year they will not appear as they now cease to receive aid from the cess. Other schools again, that belong to this class, are inserted amongst aided schools of the lower class.

The Inspector of schools, Western Circle, remarks in his report on the faulty classification.

Next year the classification will be rectified. The comparative progress of these schools may be thus shewn :—

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial Funds.	Cost per pupil. Total Cost.	Cost per pupil. Cost to Government.
							Rs.	Rs.	Rs.	Rs. As. P.	Rs. As. P.
Vernacular town schools.	1864-65	15	901	...	554	...	188	5,853	4,771	10 9 0	8 9 10
	1865-66	15	1082	839	665	79	373	8,315	7,298	12 8 0	10 15 7
	1866-67	15	1028	954	767	80	472	8,217	7,104	10 11 4	9 4 2
	1867-68	14	1324	1100	843	76	461	8,716	7,358	7 14 9	6 11 0
	1868-69	20	2152	2034	1632	80	768	12,161	8,911	5 15 7	4 6 1
	1869-70	27	2474	2428	1911	78	913	14,191	9,320	5 13 6	3 13 4
	1870-71	33	2709	2706	2061	76	939	15,395	9,878	5 11 0	3 10 4

The six additional schools of this grade are all situated in Lucknow. They are supported by the municipality and by a grant of one-third of their total cost from the Educational Imperial Budget Allotment.

Progress of the Vernacular Town School scholars.

73. The usual annual examination was held in June 1870, and scholarships were awarded to twenty-six pupils, at a cost of Rs. 86 per mensem. The schools which were successful in passing pupils for scholarships were :—

(1). Behar passed, ... 2 Scholars.
(2). Bari „ ... ... 1 „
(3). Suffipur „ ... ... 5 „
(4). Kursi „ ... ... 4 „
(5). Chowk school, Lucknow, passed, ... 4 „
(6). Mullihabad passed, ... 5 „
(7). Misrikh „ ... ... 1 „
(8). Mohunlalgunj passed, ... 3 „
(9). Gopamow „ ... ... 1 „

In 1869-70 only sixteen vernacular scholarships were awarded to town schools. But the progress at town vernacular schools is not only shown by the number of pupils who succeeded in working up to the scholarship standard, but also by the classification of the pupils attending these schools. The classification, as it stood on the 1st of April, may be thus shown :—

Institutions.	Year.	Number of institutions.	Number of pupils in Classes. I.	II.	III.	IV.	V.	Total.	Remarks.
Vernacular town schools.	1864-65	15	5	63	130	269	434	901	
	1865-66	15	3	61	178	330	510	1,082	
	1866-67	15	3	94	156	302	473	1,028	
	1867-68	14	32	79	205	335	673	1,324	
	1868-69	20	48	161	365	440	1,138	2,152	
	1869-70	27	128	281	463	515	1,087	2,474	
	1870-71	33	194*	315	444	793	963	2,709	* Includes 12 boys of the said class.

The increase of pupils in the first, second, and fourth classes is very gratifying. It will not fail to be observed that notwithstanding the increased attendance, the fifth or lowest class pupils have diminished. There must have been very careful tuition to bring about this result. The Lucknow Municipal Schools were only in good working order towards the end of the year, or the increased attendance would have been more marked. The proposed University Middle Class Examinations will prove a great stimulous to these schools.

No good Vernacular text book on natural philosophy.

I very much desire to introduce into these schools the study of the elements of Natural Philosophy. But at present there is no good text book, and before translating a text book, the permission of the author must be obtained.

The educational resources of towns in Oudh.

74. The Educational resources of towns in Oudh, containing more than 5,000 inhabitants may be thus shown :—

Town	Population.	Government Schools. Schools.	Pupils.	Aided Schools. Schools.	Pupils.	Indigenous Schools. Schools.	Pupils.	Total of Schools.	Total of Pupils.	Remarks.
Lucknow District.										
Lucknow	284779	20	1003	27	2145	62	743	109	3891	
Amethi	7128	2	138	...	...	...	...	2	138	
Kakoree	8343	2	104	...	...	4	30	6	134	
Malihabad	7333	7	362	...	...	...	..	7	362	
Barabunkee District.										
Ramnugur	5714	1	70	...	...	...	...	1	70	
Futtehpore	7494	...	...	1	75	...	...	1	75	
Durriabad	5999	1	147	...	...	...	...	1	147	
Rodoulee	12517	1	82	...	...	5	75	6	157	
Zeidpoor	10680	...	...	1	71	3	39	4	110	
Nawabgunj	10496	2	267	...	...	...	...	2	267	
Barabunkee	3993									

Town.	Population.	Government Schools.		Aided Schools.		Indigenous Schools.		Total of Schools.	Total of Pupils.	Remarks
		Schools.	Pupils	Schools.	Pupils.	Schools.	Pupils.			
Oonao District.										
Bangermow	7621	1	60	...	...	...	...	1	60	
Sufeepoor	7286	1	146	...	...	...	...	1	146	
Gursat	5385	1	28	...	...	...	...	1	28	
Mourawan	7997	1	106	...	...	...	...	1	106	
Hurha	5446	1	65	...	...	2	13	3	78	
Oonao	7277	1	250	...	...	5	27	6	277	
Poorwah	10880	1	169	...	...	2	13	3	182	
Bithur	5009	1	95	...	...	...	.	1	95	
Targaon	6197	1	46	..	...	...	...	1	46	
Mawayr	5001	1	29	...	...		..	1	29	
Assewan	5817	1	70	...	..	1	5	2	75	
Roy Bareilly District.										
Dalmow	5654	1	46	...	...	...	...	1	46	
Kunsa	5864	1	56	...	...	...	...	1	56	
Ikhtiyarpoor	5002	1	231	2	114	...	...	3	345	
Roy Bareilly	7092									
Salone	5190	1	76	...	.	...	...	1	76	
Pertabgurh District.										
Pertabgurh and Belaghat ..	6240	1	130	...	...	...	...	1	130	
Sultanpoor District.										
Rokha Jais	11689	1	90	..	...	...		1	90	
Sultanpoor	5708	7	261	...	...	1	30	8	291	
Fyzabad District.										
Jelalpoor	6275	1	87	..	...	...	...	1	87	
Akberpoor	5614	1	100	...	...	...		1	100	
Ajoodhiya	9949	...	.	1	123	6	111	7	234	
Fyzabad	37804	3	648	...	...	8	92	11	740	
Tandah...	13543	2	159	...	...	...	...	2	159	
Gondah District.										
Gondah	11966	1	313	...	...	...	...	1	313	In this District there is no Deputy Inspector, so no Returns for Indigenous Schools have been furnished.
Colonelgunj	5898	1	110	...	...	...	.	1	110	
Atroulah	5988	1	95	...	..	...	...	1	95	
Bulrumpoor ...	13878	..	...	1	153	..	...	1	153	
Nawabgunj	6131	1	128	..	...	...	...	1	128	
Baraich District.										
Baraich	18986	3	235	...	...	4	150	7	385	
Nanparah	6866	1	74	...	...	1	48	2	122	
Hurdui District.										
Pihani	7582	3	92	1	112	7	34	11	238	
Gopamow	5949	...	..	1	65	6	35	7	100	
Bilgram	11534	1	161	...		10	64	11	225	
Sandoe	11123		...	1	100	6	43	7	143	
Shahabad	18254	1	266	...	...	10	78	11	344	
Palee . . .	5122	1	56	...	...	6	40	7	96	
Hurdui	6415	1	187	...	...	...	...	1	187	
Sandilah	15511	1	169	...		18	108	19	277	
Mallawan	11670	...	...	1	134	...	...	1	134	
Kheree District.										
Kheree	5840	1	158	...	...	...	...	1	158	
Mahomdee	6861	2	137	...	...	...	...	2	137	
Seetapoor District.										
Khyrabad	15677	1	26	1	80	...	...	2	206	
Mahmudabad	6329	...	.	1	138	...	...	1	138	
Seetapoor	5780	1	214	...	...	3	56	4	270	
Pirnagur	5790	1	84	..	.	1	9	2	93	
Paintépoor	5117	...	....	1	71	...	...	1	71	
Laharpoor	10989	...	..	1	125	...	...	1	125	

Some of the town schools require especial mention.

Lucknow District.

75. *Mallihabád.*—This school has not done so well as formerly. The pupils have decreased from 302 to 243, or by 59, and the attendance is not so good, the percentage being only 74 against 77. The fee collections have also diminished from Rs. 111 to 91 Rs. Though the school has not done so well as perhaps it should have done, yet it is still the best school of its kind in the Western Circle. In June last, an extra class of 21 boys was formed, but all these students have now left school—five obtained scholarships at Canning College, seven are reading with the pupils of the middle class Normal School, one has obtained an assistant mastership, six have been appointed to posts in the Revenue Department, and two have obtained private employment. Thus, 21 pupils have, from the highest class alone, been lost to this school; but are now occupying useful positions. Besides these 21 boys, 15 other students have obtained employment. Therefore, though the school has decreased by 59, yet as 36 of these boys are now obtaining their livelihood in an honourable manner, or are pursuing their studies at schools of a Higher class, the loss cannot be deplored. The classification of the school, owing in great measure to the departure of the senior students, is not so good as formerly :—

Year	Class.					Total.
	1	2	3	4	5	
1869-70 ..	20	30	79	58	115	302
1870-71 ..	12	21	49	48	113	243

Much patient work is requisite before the Masters will be able to work up the present scholars to the status of their predecessors.

The Inspector remarks that Amir Alí, an orphan to whom General Barrow was kind enough to grant a scholarship, is now a certificated teacher on 20 Rs. per mensem. One of Mr. Capper's six scholarship holders is now in receipt of Rs. 30, in the Revenue Department, whilst another scholar, who was assisted by Mr. Quinton, is at the Normal School. The School Committee, and more particularly the T'alukdár, Mahomed Ahmed Khan, take an interest in this school. Indeed, the T'alukdár allows the main school to meet in his house, and gives Rs. 7 monthly in scholarships and in providing a fund for the supply of books to indigent boys. Mahomed Ahmed Khán's stipendiary scholars are four in number. Besides this gentleman, Mahomed Nasím Khán, T'alukdár, Mahomed Yakúb Khán, Mubáruk Sháh Khán, Abú Khán, Mahunt Nund Gopál, Mahomed Khán, Choudhrí Mustáfá Alí, and Choudhrí Iqtadár Alí are all said to assist.

Mahomed Ibráhím Khán, the Head Master is very indefatigable, both in the management of this school and of all the girls' schools at Mallihabád. The specimens of school work sent up for exhibition, both by

the boys and girls, were exceedingly creditable and were all provided under the superintendence of the Head Master.

Amethí.—I visited the school twice during the year. It has not made so much progress as I could wish. The pupils have decreased from 158 to 113, and the average attendance has fallen from 85 to 80 per cent. On my last visit, I was obliged to speak seriously to the masters regarding the poor attendance. The decrease in numbers is attributed to the abolition, in the early part of the year, of a branch school at Rahmutnagar. The branch school has been resuscitated. The classification has improved:—

Year.	Classes.					Total.
	1	2	3	4	5	
1869-70	10	7	15	20	106	158
1870-71	11	7	22	21	52	113

Thus, instead of 106 boys not advanced beyond the alphabet, there are now only 52 such boys. The upper classes have gained nine boys, whilst the remaining 45 boys have been lost to education.

The Chowk Municipal School.

76. This is now a Municipal school. It was formerly a practising school for the Normal school pupils. But being far off the Normal school it did not answer the purpose designed. Accordingly, a new practising school has been opened immediately adjacent to the Normal school, and this school now contains 93 boys. The numbers at the Chowk school have risen from 116 to 149, and the percentage of average attendance has improved. The fee collections are very small and contrast unfavourably with those of Mallihabád. The attention of the Head master will be directed to this subject.

The classification has improved :—

Year.	Classes.					Total.
	1	2	3	4	5	
1869-70	7	19	26	19	45	116
1870-71	18	13	27	21	70	149

As the teaching staff has been improved, I look for much better results next year. The Inspector proposes to introduce a greater amount of Arabic and Persian into the course pursued at this school. He thinks that if more attention were paid to these languages the school would be more popular. As the masters are competent, the experiment may be made. But care will be taken that no useful acquirements are sacrificed for a superficial acquaintance with Arabic.

The remaining Municipal Schools in Lucknow.

77. The remaining Municipal schools, in Lucknow are:—

		Pupils.
(1.)	Nowbustá, ...	63
(2.)	Muftígunj, ...	100
(3.)	Makbúlgunj, ...	61
(4.)	Hosseingunj, ...	67
(5.)	Rahimnagar, ...	73

As none of these schools were opened before October, and since the masters were particularly warned not to admit boys from other schools, but to endeavour to secure the attendance of pupils who had received no previous instruction, a very fair commencement has been made.

The Mohunlalgunj, Vernacular town school.

78. This school receives much of its support from Raja Kashi Pershad, T'alukdár. There are only the three higher classes of the town school scheme at work here. The lower classes read at Mhow, a village some half a mile distant. When the Mhow boys reach the second class of the village school scheme, they are drafted to Mohunlalgunj. At the annual examination, the Mohunlalgunj school did well. Three boys obtained scholarships and are now studying at High schools. Colonel Barrow was good enough to give one of the Mohunlalgunj school boys an appointment in the police.

Kakori.

79. *Kakori.*—This school has not done well. The pupils have decreased from 91 to 78 and the average attendance has fallen so low as 71 per cent. of the number enrolled.—Matters could hardly be worse. The classification has deteriorated, and there are now only 21 boys in the first two classes against 31 last year. The Inspector attributes the decay of this school to the transference of the Head Master to another school, during the Inspector's absence on leave. A branch school, that was especially started for the upper middle class, was allowed to dwindle away and the Inspector reports, that on his return from leave in June, he found both the Sharíf class and Vernacular school in " a wretched state ! "—

The people have volunteered to raise 25 Rupees per mensem, and request that this school may be put on an improved footing. On the return of the Inspector from leave, the former master, Gholam Alí was retransferred to Kakori, and the school has revived to a certain extent. So soon as the subscriptions are realised, and aid is obtained, the school will be improved.

Bijnore.

80. This school shows improvement in some respects.—

The scholars have increased from 53 to 66, its expenditure has decreased and the cost of educating each pupil has also decreased. The classification has deteriorated. There is now no first class and the number of pupils in the second and third classes is less than last year. I am not entirely pleased with the condition of the Lucknow Town Schools, and I think much greater progress should have been effected. They will require frequent and careful inspection during the year 1871-72.

General statement for the Lucknow district

Their general statistics may be thus shown :—

Year.	No. of schools.	Pupils.	Average attendance.	Fee collections.	Total cost of educating each pupil.	Cost to Government for educating each pupil.
				Rs. As. P.	Rs. As. P.	Rs. As. P
1869-70	6	768	545	208 0 0	6 2 8	2 11 1
1870-71	12	1,188	771	252 0 0	4 14 11	2 5 10.

81. There are ten schools of this grade. But the Mohán schools really belong to lower class schools. The only school that requires especial report is that of Suffipúr. This is one of the best town schools in the Western Circle. The pupils have increased from 133 to 145, and the average attendance has risen from 67 to 71 per cent. The cost of educating each pupil has fallen from 6 to 4 Rs. and the classification has slightly improved. But the number of boys in the lowest class is still enormous. The annual examination will commence in June, and, I hope, that many boys will be fit for promotion. All the remaining town schools in Oonao, show decreased attendance. It has been found necessary to remove the Head Master of the Chumrolee school. The Behar Town school I found in a bad state. But the accommodation provided was so wretched that I was not surprised.— The Oonao Town Vernacular Schools.

The Deputy Commissioner has kindly promised to improve the existing school house, and a small sum has been placed in his hands and is now being expended by the Tahsíldár. The resident Talukdárs expressed their inability to provide better accommodation for the school.

The general condition of the town schools in Oonao may be thus shown :—

Year.	No of schools	Scholars	Average attendance	Fees.	Total cost of educating each pupil.	Cost to Government of educating each pupil.
				Rs. As P.	Rs As. P.	Rs. As. P.
1869-70	10	918	694	343 0 0	4 6 4	2 13 3
1870-71	10	757	643	323 0 0	5 0 8	3 1 2

82. The only town Vernacular school in Barabunkee is that of Kursí. The pupils have increased from 107 to 111. The average attendance last year was 81 per cent. of the pupils enrolled. The Barabunkee Vernacular Town School

The classification has improved and the specimens sent up from this school for the Exhibition were good. The cost of educating each pupil has slightly increased. I visited the school, unexpectedly, at the close of February. At the main school, I found out of 73 enrolled, 61 present. The pupils were not very advanced. At the last departmental examination the school did well. Three of the pupils have recently joined the Normal School. Here there is a good school house.

83. *Misrikh.*—The Misrikh school is in fair order. The Tahsíldár takes a great interest in the school. The school house is tolerably commodious and will do for some time to come. The pupils have increased from 70 to 85, but the average attendance has diminished by 4 per cent. It is now 86 per cent. of the number enrolled. I saw the school in March, and thought it to be in fair order. The Seetapoor Vernacular Town Schools.

84. *Baree.*—This school I visited in March, and found to be in fairly good order. Yet there has been a slight decrease in numbers. The number enrolled at the end of March, was 60 only, as against 69 in 1869-70. The classification is tolerably good, as the lowest class is not crowded with An account of the Baree School.

pupils. In the first three classes there are 28 pupils, and in the last two classes there are 32 pupils. The second master has been transferred to a village school and a competent successor appointed. It is hoped that this change will lead to increased efficiency.

Hurdui Town Vernacular Schools.

85. *Bawun.*—The only vernacular town school in Hurdui is that of Bawun. Here the pupils have increased from 84 to 95, and the average percentage of attendance remains about the same as last year. The school house, built two years ago by the Deputy Inspector, had to be reconstructed this year. The Inspector says it is substantially built, and since it has now a sloping tiled roof, it should stand. The Inspector says that, when he visited the school, the pupils did not pass a good examination. There is still no first class, whilst the last class contains about half the number enrolled. The head master has been transferred, and a certificated teacher appointed in his place.

Vernacular Town Schools, Eastern Circle.

86. There are only seven schools of this description in the Eastern Circle. Mr. Thomson reports as follows :—

Vernacular Town Schools, Fyzabad.
The Jalalpúr Town School.

Jalalpúr.—"The numbers registered here are exactly the same as "at the close of 1869-70, *viz.* 87, but the average daily attendance has risen "from 77 per cent. to 81 per cent. of the number registered. The fees in "1870-71 amounted to Rs. 52-2-0, in the previous year they were "Rs. 51-15-6. The classes were:—

Year.	1	2	3	4	5	Total.
1869-70	0	12	20	21	34	87
1870-71	8	17	14	24	24	87

"This shows that the masters have done their work carefully and "that all the classes have made creditable progress.

"Very great inconvenience is felt here from want of a school-house "In my last two Annual Reports I had to say, 'a new school was sanc-"'tioned for Jalalpúr, and ought to have been ready ere this year. Bricks "'have been burned, but no attempt at building has yet been made, I "am happy to say the building has at last been begun. The walls are "now about three feet high, so in five or six years the school may be "ready for use."*

Zillah Sultanpoor.
The Jagdispúr Town School.

87. *Jagdispúr.*—"The school at Jagdispúr diminished both in "numbers and efficiency in 1869-70, and has not improved during the "year under report. The numbers are now 43 against 46 at the end of "1869-70. The boys have attended regularly, there having been 41 pre-"sent daily on the average. The fees have fallen from Rs. 30-0-0 to "Rs. 27-12-0.

* On the 24th May, the Assistant Engineer reported that the masonry was complete up to the wall plate, the Verandah beams were fixed on both sides and arrangements were being made to fix the trusses So the school should soon be ready.

"The classes were :—

" Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70	0	10	11	13	12	46
"1870-71	6	7	8	12	10	43

"I have inspected this school twice during the year, *viz.* in October "and February, but I was not satisfied with it on either occasion. The "head master lately resigned, and it remains to be seen whether his suc- "cessor will be more successful or not."

Zillah Pertabgurh Town Schools.
The Pattí school.

88. *Pattí.*—(I.) "The numbers here have risen from 85 to 88 with "an average daily attendance of 93 per cent. of the number registered. The "fees have been Rs. 44-8-0 instead of Rs. 42-5-0.

"The classes were :—

" Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70	8	14	23	13	27	85
"1870-71	23	8	14	28	15	88

"The large first class is due to the number of boys sent here on scholar- "ships from village schools. Excluding scholarship holders, the numbers "have somewhat diminished. The excellent average attendance is also "partly due to the boys from village schools—when away from home they "have nothing to distract their attention, and attend very regularly. The "example of the first class has had a good effect on the whole school. I "made my annual inspection here in March, but I was not so well pleased "with the school as in the previous year. The boys had read a good deal, "but were not thoroughly grounded, and there was, consequently, a great "want of readiness and accuracy in their answers.

"One boy from this school, the son of a Chamár policeman, went to "the medical school, Agra, in June last. He proved himself one of the "best candidates for admission, obtained a scholarship of Rs. 6 a month, "and is now pursuing his studies for a Native Doctor.

Behar, Zillah Pertabgurh.

(II.) *Behar.*—"In this school there are only 51 boys against 65 at "the close of 1869-70. After the rains, fever was very severe in this "part of the district, and the school was for some time practically closed. "I am not satisfied that the masters have done their best to re-collect boys "since the fever ceased. The average daily attendance throughout the "year has been 76 per cent. of the number registered, which, all the "circumstances considered, is very good. The fees have risen from "Rs. 26-0-0 to Rs. 31-13-3.

"The classes were :—

"Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70	7	10	11	16	21	65
"1870-71	5	6	10	13	17	51

"I inspected this school in March. The boys knew what they had "read very fairly, but there was a want of life both in masters and pupils. "Behár is but a small village, and the only reason for having a town school "here was the fact of its being the head quarters of the tahsìl. It has "been proposed to transfer the tahsìl and if that were done, it would be "unnecessary to have more than a village school.

Manikpúr, Zillah Portabgurh.

"(III). *Nawabgunj Manikpúr.*—This school was orginally a village "school, but a head master, receiving Rs. 10 a month from the subscription "fund of the District and Rs. 10 from Imperial Funds, has been added, and "thus the school has been raised to a town school. There are now 54 boys "registered, and the average daily attendance has been 83 per cent. The "fees have amounted to only Rs. 11-6-0, which is far from satisfactory in "such a wealthy town. The boys were, of course, educated very cheaply "when there was only a village school, and it is not easy to get them "to pay more, now that a higher education has been provided.

"The classes are :—

"First.	Second.	Third.	Fourth.	Fifth.	Total.
3	13	12	13	13	54

"I inspected this school in March, and was highly pleased with the "condition in which I found it. The head master, Munshi Rahmat "Ali, had done his work very thoroughly. In all the classes the boys' "answers were ready, accurate and full, and there was an excellent "spirit in the school. Much of this success is due to the assistance "given by Sheikh Dost Mahomed, t'alukdár of Pariyawan, in whose "estate Nawabgunj is included. He spent five or six hundred rupees "out of his own pocket on the school-house, making it a substantial "and handsome building and furnishing it neatly. His judicious counsel "to the masters, and his encouragement to the people to send their children "ren have been very valuable. I beg that his liberality may be brought to "the notice of the Chief Commissioner."

Salone school, Zillah Roy Bareilly.

89. *Salone.*—"This school, after it was reduced from an English to a "Vernacular town school, fell off till only 31 names were left on the regis- "ter. It has, however, been recovering during the past year, and now "contains 76 pupils with an average daily attendance of 83 per cent. The "fees have amounted to only Rs. 11-3-0. which is very unsatisfactory. "But as they were only Rs. 4-7-8 in the previous year there are signs of "progress in this direction also.

"The classes were:—

"Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70	0	3	10	7	11	31
"1870-71	0	7	9	34	26	76

"I examined this school twice during the past year, *viz.*, in October "and March. At my last inspection, I found the classes much improved "in every respect. The school is still inferior to the generality of schools "of its class, but I believe such will cease to be the case before the end "of the year on which we are now entering."

90. *Nánpárah.*—"Nánpárah school contains the same number of "boys as at the end of 1869-70, *viz.*, 74. The average daily attendance "is still poor, only 56, or about 75 per cent. The fees have amounted to "Rs. 54-1-0.

The Nánpárah school, Zillah Baraich.

"The classes were :—

"Year.	First.	Second.	Third.	Fourth.	Fifth.	Total.
"1869-70	0	8	9	38	19	74
"1870-71	4	10	15	35	10	74

"This shows that considerable progress in study has been made. "Both the masters are laborious, though not very bright."

SECTION IV. C.—Government Village Schools, being Schools of the Lower Class.

91. The usual Statement is as follows :—

Tabular Statement.

Institutions	Year	Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year	Average daily attendance during the year	Total cost.	Cost to Imperial Funds.	Average cost per school	Average cost per pupil
						Rs.		Rs. As. P.	Rs. As. P.
Village Schools.	1865-66 ...	61	2,004	1,236	1,094	5,082	...	83 0 0	4 10 4
	1866-67 ...	264	7,462	6,758	5,294	10,570	...	40 0 7	1 15 11
	1867-68 ...	381	13,707	11,228	8,871	33,753	...	88 9 5	3 0 1
	1868-69	483	18,261	16,313	12,910	47,061	...	97 6 11	2 14 1
	1869-70 ...	542	21,433	20,210	16,135	60,963	...	112 7 7	3 0 3
	1870-71 ..	575	23,270	21,445	16,562	70,543	...	122 11 1	3 4 7

The schools have increased from 542 to 575, the pupils from 21,433 to 23,270, and the average attendance from 16,135 to 16,562. The number of pupils in 1868-69, per school, was 37, in 1869-70 it was 39, and now

it is 40. Attention has been paid, during the year, to the proper location of schools, both with regard to the population of villages and to their situation. Lists of all villages numbering from 1,000 to 5,000 inhabitants have been procured, and schools situated in small villages where the average attendance was below 20, have, in some cases, been removed elsewhere. Considerable improvement has been effected in the Western Circle. For, whereas, in that Circle there were, in last July, 56 schools having an average attendance of less than 20, there are now only 22 schools with so small an attendance.

Relative attendance at village schools in the Eastern and Western Circles during March.

92. The relative attendance at village schools in the Eastern and Western Circles during March, may be thus exhibited :—

Circle.	Number of village schools where the average attendance was at the close of the year 1870-71.				
	Less than 20.	Between 20 and 40.	Between 40 and 70.	Between 70 and 100 or more.	Total.
Western Circle. ..	22	207	66	14	309
Eastern Circle. ..	69	166	29	2	266

There would appear to be room for improvement in the Eastern Circle. But I would remark, that the districts where there is a large proportion of village schools with small attendance, are those of Sultanpoor, Roy Bareilly, and Pertabgurh. The average number of inhabitants per village in each district is as follows :—

Name of District.	Average population per village.
Lucknow	685
Oonao	592
Barabunkee	535
Hurdui	474
Seetapoor	393
Kheree	415
Fyzabad	399
Baraich	394
Goudah	404
Pertabgurh	365
Sultanpoor	486
Roy Bareilly	521

It is thus clear that the villages of Roy Bareilly and Sultanpoor being fairly populous, the average attendance at village schools should be good. But in Pertabgurh the villages are very small and a small average attendance is not surprising. The matter will receive further attention.

The cost per school has increased.

93. It will not fail to be observed that the cost of each village school has steadily increased since such schools were first established. But the cost of each pupil is only sixpence a year higher than it was in 1867-68, and is not nearly so high as it was in 1865-66. Now, the reason for this increased cost per school, but diminished cost per pupil,

is very apparent. When the schools were first opened, no good masters could be obtained. Men were appointed without certificates on wretched stipends of 5 or 6 Rs. per mensem. Thus, each school was undoubtedly cheap enough. But each scholar's instruction, as comparatively few boys attended schools, was dear. It was also not good of its kind. For no dependence could possibly be placed on school masters drawing, even with the fees, hardly more than the pay of chuprassies.

The average cost per school is now Rs., 122 and this gives, *including the fees,* a portion of which are spent on contingencies, hardly Rs. 10 to each master. In fact, it does not give so much, for rent is also included in this item, and some village schools are still rented; moreover, some village schools have two masters.

94. The pay drawn by village teachers may be thus tabulated :— Pay of village teachers.

District.	Village School Teachers at															
	Rs. 10	Rs. 9-8	Rs. 9	Rs. 8	Rs. 7	Rs. 6-8	Rs. 6	Rs. 5-8	Rs. 5	Rs. 4	Rs. 3-8	Rs 3	Rs. 2	Rs. 1-8	Rs. 1	Total.
Lucknow, ...	4	...	6	11	14	...	2	...	5	12	...	8	6	3	...	71
Barabunkee, ...	2	...	9	20	23	...	18	...	7	5	...	..	...	...	...	84
Oonao, ...	10	...	23	13	17	...	12	...	3	3	...	6	1	16	...	104
Seetapoor, ...	...	...	6	11	15	2	18	1	6	16	1	1	1	1	...	79
Hurdui, ...	4	...	8	20	19	...	20	...	12	8	...	2	3	14	1	111
Kheree, ...	...	1	...	3	6	...	2	...	1	...	...	...	...	...	...	13
Fyzabad, ...	2	...	2	12	16	...	16	..	14	7	...	9	5	...	2	85
Gondah, ...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Baraich, ...	15	...	6	7	6	...	8	...	...	3	...	...	4	...	1	50
Roy Bareilly, ...	7	...	9	12	17	...	24	...	26	...	...	...	...	...	...	95
Sultanpoor, ...	4	...	4	11	16	...	31	...	8	4	...	2	2	...	...	82
Pertabgurh, ...	5	...	3	10	16	...	27	...	5	3	...	...	2	1	1	73
Total ...	53	1	76	130	165	2	179	1	87	61	1	28	24	35	5	818

Remarks.

ABSTRACT.

575 Village Schools existing at the close of 1870-71 were under the charge of 606 masters assisted by 242 assistant masters, monitors and pupil-teachers The note below shows the salaries of the former, the average being Rs. 7-6-11 per mensem.

53	Teachers at	Rs.	10	each
1	"	"	9-8	"
76	"	"	9	"
130	"	"	8	"
165	"	"	7	"
2	"	"	6-8	"
179	"	"	6	"
606				

It will thus be seen that there are 346 school masters in Oudh drawing less than Rs. 8 per mensem. I do not hesitate to say that all masters in charge of Schools, not being branch schools, whose masters are frequently pupil teachers, who draw less than Rs. 8 per mensem, are underpaid. There is no reason why a village school master should draw less pay than a muharrir. Village education will not be in a satisfactory state until the village school master is well educated and can earn as a schoolmaster more than he can as a writer or a day-labourer. At present, the Educational Department frequently, I believe, lose their best village teachers because of the small pay they receive, and those that remain hardly, so far as my observation has extended, care to retain * their appointments. It is true that the people of Oudh are poor. But for that reason the Educational

* In the Fyzabad district the pay of many of the masters has been raised, and Mr. Thomson now reports them to be in comfortable circumstances.

Department should hardly offer wages that are inadequate. It is not proposed to make any sweeping change, but a wise administration of the Educational Department will hardly tend to reduce the average cost per school, though it should undoubtedly reduce the average cost per pupil, not by underpaying school masters, but by employing good men who will fill their schools with pupils. One school costing Rs. 12 and having 60 pupils, is better than two schools costing Rs. 6 each, and having but 40 pupils between them. However, the caution recommended by the Government of India at the conclusion of para. 11 of the Review of the Educational Report for 1868-69 will be observed, and village schools will not be rendered unnecessarily expensive. In the Central Provinces, the two systems of employing under-paid and well-paid school masters meet. In the Nagpúr Division, there are well-paid village school masters and excellent village schools. In the Saugor and Nerbudda territories the masters were, until recently, poorly paid, and the schools were not so good.

It was the opinion of every officer who had seen the schools at work, that it was better to pay village school masters well and to secure good men, than to pay them little and receive men who merely accepted school-masterships as a stepping stone to some better appointment. The pupil-teacher system tends to cheapen primary education; but this system is rather applicable to large schools under at least one master of experience, than to schools widely scattered whose masters are not very frequently inspected.

Comparative statement showing rural education in each district.

95. The accompanying statement shows the relative success of village school education for every district in Oudh :—

District.	Year.	Total number of schools.	Number of pupils in classes.					Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.	Remarks.
			I.	II.	III.	IV.	Total.					
Lucknow	1869-70	38	170	354	395	1,109	2,028	1,834	1,417	77	378	This table does not show the relative progress of rural education unless the land revenue and population of each district be considered. Upon the land revenue depends the cess collections and upon the population should depend school attendance.
	1870-71	39	208	354	541	1,121	2,224	2,110	1,563	73	379	
Barabunkee... ...	1869-70	66	318	447	586	1,269	2,620	2,298	1,819	80	648	
	1870-71	68	293	485	701	1,350	2,829	2,529	1,960	78	632	
Oonao	1869-70	65	257	472	595	1,543	2,867	3,058	2,508	82	498	
	1870-71	64	227	446	566	1,558	2,797	2,706	2,081	76	490	
Seetapoor	1869-70	51	54	309	400	1,219	1,982	1,771	1,478	83	654	
	1870-71	54	101	427	500	1,338	2,366	2,210	1,748	79	660	
Hurdui	1869-70	66	124	470	655	1,559	2,808	2,642	2,231	84	652	
	1870-71	72	261	500	696	1,787	3,244	2,983	2,405	81	935	
Kheere	1869-70	12	2	17	49	303	371	288	242	84	39	
	1870-71	12	12	78	117	260	467	445	372	83	142	
Fyzabad	1869-70	46	145	349	444	718	1,656	1,509	1,214	80	452	
	1870-71	51	214	441	533	848	2,036	1,759	1,368	78	657	
Gondah	1869-70	1	..	...	4	27	31	37	23	62	...	
	1870-71	1	7	...	10	18	35	20	23	80	3	
Baraich	1869-70	31	...	61	203	784	1,048	871	702	80	490	
	1870-71	39	42	197	371	708	1,318	1,177	907	77	671	
Roy Bareilly ...	1869-70	61	266	471	582	1,031	2,350	2,269	1,760	78	548	
	1870-71	62	237	420	613	983	2,253	2,159	1,617	75	402	
Sultanpoor	1869-70	52	143	338	530	907	1,918	1,733	1,332	76	374	
	1870-71	50	175	379	527	986	2,067	1,871	1,392	74	546	
Pertabgurh... ...	1869-70	53	66	240	436	1,012	1,754	1,900	1,409	74	431	
	1870-71	54	120	278	386	850	1,634	1,467	1,126	77	136	
Total ...	1869-70	542	1,545	3,528	4,879	11,481	21,433	20,210	16,135	79	5,164	
	1870-71	575	1,897	4,005	5,561	11,807	23,270	21,445	16,562	77	5,653	

There has been considerable success in Hurdui, Seetapoor and Fyzabad. Roy Bareilly and Pertabgurh show little or no improvement.

VILLAGE SCHOOLS, EASTERN CIRCLE.

General remarks by Mr. Thomson, Inspector of Schools.

96. Mr. Thomson thus remarks generally on the state and progress of rural education in his circle :—

"On the whole, the past year has been favourable to village schools. "After the very heavy rains, there was a good deal of fever in some parts, "but lands that usually require six or seven waterings did not require "more than two this year, and so boys were not kept at home to assist "in irrigation. The excellent crops and moderate prices freed the people "from anxiety regarding food, and left them leisure to think of their "intellectual wants. Except in Roy Bareilly, I think the schools have "done well, even considering these favourable circumstances. On each "district the Inspector remarks as follows.

Zillah Fyzabad.

97. "The past year has been one of good progress among the "schools of this district. The number of schools has increased from 46 "to 51, the pupils from 1,656 to 2,036, and the average daily attendance "from 1,342 to 1,666. This attendance is really not so good as that of "1869-70, being only 78 per cent. in place of 80 per cent. The decrease "was occasioned by the unusually heavy rains, and occurred only in the "second quarter of the official year; excepting that quarter, the atten-"dance this year is somewhat higher than in the preceding year. The "average number of boys per school is now 40 against 36 in the previous "year. In regard to numbers the schools may be classed as follows :—

At the end of	1869-70	1870-71
"There were schools with less than 20 boys,	—3	1
"Schools with more than 20 and less than 30	—10	12
" 30 " 40	—20	19
" 40 " 50	—7	8
" 50 " 60	—5	5
Above " 60	—1	6
Total, ...	46	51

"But the most satisfactory evidence of the increased favour the "schools find among the people, is the rise of fees *viz.*, from Rs. 450-11-9 "to Rs. 657-10-3. I would not overlook the fact that the cheapness of "food made it much easier for people to pay fees this year. Still, I "think a good part of the increase is due to the greater value set upon "the education imparted by village schools. The boys have also made "satisfactory progress in their studies as will be seen below.

"Year.	First.	Second.	Third.	Fourth.	Total.
"1869-70	145	349	444	718	1,656
"1870-71	214	441	533	848	2,036

"During the year, 73 boys of the first class left the schools. These "had finished or nearly finished the course prescribed for village schools,

"*i. e.*, had received a good primary education, such as would fit them to "manage their business as tradesmen or farmers.

"The teachers are better paid this year than in previous years, as "the flourishing condition of many schools has led me to increase their "cess salaries, while the amount they receive from fees has also increased. "They seem generally to consider themselves very comfortable. There "have been few applications for transfer, and all, I may say, have worked "earnestly and successfully.

"Almost all the schools are provided with comfortable houses. The "school-houses of this district were mostly built by the Deputy Inspect-"or, they have all been built under the estimate and are very substan-"tial. Notwithstanding the unusually heavy rains of last season, the "average cost for annual repairs was less than one rupee per school.

"The above remarks will show with how much ability and diligence "the Deputy Inspector, Munshí Bishambhar Dyál has discharged his "duties. While careful not to harass or discourage the teachers he has "been firm, and kept them all to their work.

Zillah Sultanpoor.

98. "As the cess began to be collected in the remaining parganahs "of this district, in November last, nine schools were established as soon "after as possible, *viz.*, in January. These schools have hardly got to "work yet. They affect the averages in every way and make the progress "of the schools of this district appear much less than it really has been.

"The number of schools has risen from 50 to 59 and the number of "scholars from 1,918 to 2,067. This gives an average of 35 boys per "school against 37 in 1869-70. The average daily attendance has fallen "from 76 per cent. to 74 per cent., but the fees have risen from Rs. 372-2-3 "to Rs. 542-10-0. The progress of the boys has not been satisfactory.

"There were in :—

"Year.	First.	Second.	Third.	Fourth.	Total.
"1869-70	143	338	530	907	1,918
"1870-71	175	379	527	986	2,067

"Fifty-five boys of the first class have left during the year. Thus, "while there has been a large increase in the last class, the number in the "higher classes has remained the same.

"I was not pleased with the schools of this district when I examined "them. The number of boys in the last class was too large and there "was a want of thoroughness and life in all the classes. The Deputy "Inspector here is a most diligent officer, but he has neither got the edu-"cation nor the ability necessary for the efficient discharge of his present "duties.

Zillah Pertabgurh.

99. "The schools here are 54 in number, last year they were 53. "The number of pupils has fallen from 1,754 to 1,634, but the percentage "daily present has been 77 against 74. The fees have amounted to only "Rs. 136-0-0, whereas in 1869-70, they were Rs. 173-0-9. These figures, "however, do not give a fair idea of the year's work. During 1869-70 "the schools retrograded, and early in 1870-71 the Deputy Inspector was "transferred. In the first quarter, the Deputy Inspector was new to the "district and not able to exercise his full influence over the masters. "After the rains, fever was extremely severe in many parts. But since "the beginning of December very good progress has been made. I "inspected these schools in March and found the numbers increasing and "a good spirit both among pupils and teachers.

"One of the causes of the unsatisfactory condition of the schools in "Pertabgurh was the great proportion of Nagrí teachers. There were "too many of them sent here at first and afterwards the proportion in-"creased. When an Urdú man disliked the district, he ran away or got "himself dismissed, when he very soon got employment elsewhere. Nagrí "men being useless in offices were obliged to remain as village teachers, "and so it happened that Pertabgurh had far too many of them. In "January seven Urdú men were sent from the Normal School, and the "proportion is now more in accordance with the wishes of the people.

"The numbers in the different classes will be seen from the following "tabular statement:—

"Year.	First.	Second.	Third.	Fourth.	Total.
"1869-70	66	240	436	1,012	1,754
"1870-71	120	278	386	850	1,634

"Thus it will be seen that in the two highest classes the numbers "have increased, while in the last class they have been reduced. Thirty "boys have left the schools from the first class.

"The school-houses of this district were originally built by the Tah-"síldárs, but the work was so bad that most of them have had to be re-"built. The Deputy Inspector has already re-built or re-roofed a good "many, and all will be put into good order in the course of 1871-72.

"The Deputy Inspector, Mír Mahommad Hossein, has shown his "usual ability and diligence. The schools are improving under his "management, and there is every reason to believe that before the end of "1871-72 the village schools of Pertabgurh will be as good as those of "any other district.

Zillah Roy Bareilly.

100. "The schools of this district have not made much progress "during the past year. There are 62 schools against 61, but the number "of pupils is only 2,253 against 2,350. This gives an average of 36 "pupils per school instead of 38. The fees have fallen from Rs. 548-2-9 "to Rs. 402-0-0. In 1869-70, there were only four schools with less than

"twenty boys, now there are ten such schools. Now there is no school "with more than eighty boys, then there were three schools with more "than that number.

"The classes were :—

"Year.	First.	Second.	Third.	Fourth.	Total.
"1869-70, ...	266	471	582	1,031	2,350
"1870-71, ...	237	420	613	983	2,253

"The number of boys who have left from the first class during the "year is 108. From this it will be seen that Moulavi Kyám-ud-dín has "not been more successful in Roy Bareilly, than he was in Pertabgurh. "It is pretty clear that he is not the right sort of man for a Deputy "Inspector of schools.

Zillah Baraich.

101. "Very fair progress has been made by the schools of this dis- "trict during the year under report. There are now 39 schools in place "of 31 with 1,318 pupils in place of 1,048. This gives 34 boys per school "instead of 33. The average daily attendance throughout the year has "been 77 per cent. of the number registered. This is fair, but as the at- "tendance was 80 per cent. in 1869-70, it should be raised at least as high "in 1871-72. The fees have risen from Rs. 489-7-0 to Rs. 670-15-9. "This would give each master nearly Rs. 20 a year from his fees besides "his salary from cess.

"The classes were :—

"Year.	First.	Second.	Third.	Fourth.	Total.
"1869-70, ...	0	61	203	784	1,048
"1870-71, ...	42	197	371	708	1,318

"The number who have left from the first class is five.

"I examined a large proportion of the schools of this District in Jan- "uary and February. In several schools I considered the boys were "not advancing so rapidly as they ought to have done. But in almost "every instance I found the work had been done thoroughly. The boys "had quite mastered the text books as far as they had read them and an- "swered very readily and accurately. The Deputy Inspector, Pundit "Sheo Narayun Tiwárí is an active officer and his unremitting care has "produced good results."

Village Schools, Western Circle.

The Lucknow Village Schools with remarks by the Deputy Inspector.

102. There are now 39 village schools and 14 branches. The number of pupils is 2,224. In 1869-70 the number was 2,028. The average attendance has increased from 1,417 to 1,563. In 1868-69 there were 49

schools attended by only 1,321 scholars. Since that year eighteen schools have been transferred to other districts or are now included under other headings than village schools, and yet the average attendance is much greater now than when there were eighteen more schools. The Deputy Inspector very properly considers this a proof of success. As compared with last year the attendance at schools may be thus shown :—

	1869-70.	1870-71.
Schools with an average attendance of more than 100 daily.	4	2
Ditto Ditto from 50 to 100	4	8
" " " 40 to 50	8	3
" " " 30 to 40	4	9
" " " 20 to 30	15	16
Ditto Ditto below 20	5	1

There has been no real decrease in the number of schools having an attendance of more than 100, for the branches of Nigohán and Bakás are separate schools. In the classification there has been improvement. There are now 208 boys in the first class. Last year there were 170 pupils only in that class.

The Deputy Inspector thus grades his schools :—

	1869-70	1870-71.
Excellent, ...	5	5
Good, ...	5	7
Fair, ...	11	17
Moderate, ...	9	7
Indifferent, ...	4	2
Bad, ...	4	1

On these schools the Deputy Inspector makes some remarks that may find a place in this report.

"Among the 'excellent' Nugrám is the first. It has 95 boys on the "rolls, of whom 23 are in the first class and 18 in the second. The first class "boys are far superior scholars to many of our first class tahsílí boys. "Their knowledge of Persian and its grammar is very considerable. I "have secured a subscription of Rs. 4 a month, and with this added to a "grant of Rs. 4 from the cess, I shall appoint a first class pupil from "Amethie and form a Tahsílí first class in this town. The school is sup-"plemented by a branch at Hurduia. The school has been visited by "Messrs. Quinton and Butts and Lieutenant Pitcher.

"Sisendi is next to the Nugrám school. In 1869 it sent up three "boys to Mohunlalgunj school. Of these, one is now studying English at "Canning College, one has been appointed a monitor, and the third still "attends the Sisendi school. It was visited by Messrs. Quinton, Butts, "Colonel Barrow and Lieut. Pitcher. The first gentleman remarks,— "'I was much pleased to find the Sisendi school, on my visit a few days "ago in a flourishing condition.'

"The other three schools are Jugore, Ujuriaon and Monda. On the "former, the Director has been pleased to remark that the school-house

" presents a clean and neat appearance, and all the appointments are good. " The school is for the most part in good order, and its state and progress " are creditable to the head master and to the school committee."

" Ujuriaon was also visited by the Director of Public Instruction, and " his remarks in favour of the institution are that all the, 'appointments are " 'good, and the school has evidently been efficiently inspected. If the " 'lower classes receive more attention, possibly the school will again in- " 'crease and be all that can be reasonably expected from a village school.

" The school would have gone down to class 'good' had it not been " for the small population and indifferent character of the people, which " facts give more importance to its present success. Of the seven 'good' " schools, Goshaingunj, Salímpúr, Mundiaon and Taláb Buxí have been " examined by the Director of Public Instruction. The other three are " Amosi, Mow and Nigohan. Mr. Quinton, in reference to Goshaingunj, " says, 'the reading of the first and second classes, of parts they had not " 'seen before, was fair, and their arithmetic was good. The first class " 'answered well in the geography of Asia. I was very glad to see so " 'many boys from Seolar."

" Of Salímpúr, the Director says, 'this school has done much useful " 'work in a very unpretending way.'

" Mundiaon and Buxí Taláb have also been very favourably noticed by " the Director of Public Instruction. The Amosí boys were examined by " Messrs. Quinton and Barrow. The latter gentleman remarks, 'I ex- " 'amined the second class first grade in geography without their having " 'the maps before them, they replied pretty well, they also read and wrote " 'from dictation and did well.'

" Mow was examined by Messrs. Quinton, Wyllie, Colonel Barrow " and Lieutenant Pitcher. Mr. Quinton remarks, 'there was a large at- " 'tendance of pupils and the school house is admirable. Budrí Pershád " 'Misra is entitled to much credit for his liberality in giving it. The third " 'class read fairly and answered well in the multiplication table. There " 'was no first class, the best boys having been sent to Mohunlálgunge " 'school. The second class was examined by Colonel Barrow. Lieutenant " Pitcher says, 'I was not expected. A good number of the pupils are " 'I hear sick. Doorga Pershád Misra and the school master deserve great " 'credit for the way in which this school is kept up.'

" Nigohán has 58 boys and two branches with 62 boys. Though not " very shining it has done much good. Boys from it have gone to Can- " ning College, the Normal school and Mohunlálgunge Tahsilí school. The " branches are at Lawul and Pooriha."

The Deputy Inspector thinks that the teachers have done well if the smallness of their pay be considered.

I may add that, in Lucknow and other districts, village and town school masters are now allowed to increase their small stipends by undertaking the work of the local post office. Each teacher in Lucknow who is post master, receives Rs. 7 monthly for his additional labour. The

teachers of Kakoree, Chinhut, Bijnour, Narayunpúr, Etounja, Buxí Talao, Mallihabad, Kusmundee, Nugrám and Goshaingunj are now post masters.

The Oonao Village Schools with remarks by the Inspector, Mr. Durga Prashád.

103 *Oonao.* In this district the village schools have not done well, and I have frequently had to call attention to the great irregularity that has prevailed.

The Inspector of Schools, Western Circle, reports :—

"In Zillah Oonao, the year under report closes with 64 schools and "2,797 scholars against 65 schools and 2,867 scholars at the end of the "preceding year ; eight of these schools have been opened during the year "and nine of the old ones abolished.

"The average number of pupils per school has diminished from 44 "to 42, and the average daily attendance per school from 38 to 32, but "the foe receipts during the year under review are precisely the same as in "the last year, and the average annual cost per school is also much the "same this year as in the foregoing one, being Rs. 148-11-9 in the former "against Rs. 148-6-10 in the latter. The percentage of attendance to the "average number of pupils on the rolls, has fallen off from 82 to 76, and "cannot, of course, be considered satisfactory, but for the past year which "you know, was so sickly in the district under notice. I visited these "schools in November and December last, and found them, on the whole, "poorly attended on account of the epidemic fever that prevailed at that "time in the district. Another defect that I observed was, that the schools "were not well supplied with furniture, and class-books for the use of the "teachers. Instructions are accordingly in force to supply these requisites "from the heading apparatus, of the Cess Budget, but the sum we can "afford for this purpose is too limited to furnish our schools with those "articles at once.

"In other respects, I found the schools in good order.

Village post offices.
* Suffeepoor.
Bángurmow.
Mohán.
Ourás.
Ajgain.
Kantha.

"Four of the school-masters together with the two vernacular town "head masters are in charge of mofussil post offices in this district, and "receive Rs. 6 a month each for this extra duty. The names of the "localities of these post offices are noted in the margin*

"*Buildings.* The year closes with 35 regular school-houses built at "various times in this district; with some three exceptions, they were all "erected through the Lambardárs, and are on the whole well constructed, "but have cost a good deal more than the estimated sum."

Village Schools in Zillah Barabunkee.

Zillah Barabunkee.

The Barabunkee Village Schools by Mr. Durga Prashád.

104. "In this district, the numbers of schools and scholars, at the "close of the year under report were 68 and 2,829, against 66 and 2,620, "respectively, at its beginning. It will be observed that the average daily "attendance has improved from 1819 to 1960, but the average number of "pupils, and the average amount of fees collected per school, together with "the percentage of attendance, to the average number of pupils on the "rolls, have all slightly decreased. The progress made by the boys in

"their studies, as evinced by the increase of the numbers in the upper "classes is also not quite satisfactory. I have closed seven schools during "the year under report, as all efforts to secure a respectable attendance in "them proved abortive, ten new ones have, however, been started and are "getting on.

"Out of these, two, *viz.*, Ranee Khera and Mústafabád were com-"menced in June 1870, and are supported at the expense of the Hurha "estate, which is under the management of the Court of Wards. The "average attendance in these two schools has been 18 and 21 boys per "diem, and the monthly cost Rs. 8 and Rs. 7 respectively.

"I visited the village schools in this district in December, and the first "six days of April last, and was sorry to find that I was unable to devote "so much of my time to this district as I spent in other districts of my circle. "I have, however, seen more than a fourth of the total number of village "schools in the district, and am glad to report that they are, on the whole, "getting on; the general defect is that the lower classes are comparative-"ly large.

Village post offices.

"Five of the above teachers are entrusted with the charge of the "post offices, marginally* noted, in their respective villages, and, in addi-"tion to their own pay as village teachers, get Rs. 5 a month each for the "performance of post master's duties.

* Satrikh.
Sihalee.
Aleeabad.
Mawayee.
Sidhour.

School-houses.

"Twenty four regular buildings and seven temporary sheds have up "to date been provided for the schools in this district, some 16 of which were "built through the Deputy Inspector of schools, Zillah Barabunkee. Much "remains to be done, however, in this direction, and the schools cannot be "expected to be well taught unless good accommodation is provided. "Moonshee Hanoomán Prasád, whose village school buildings are, I "think, substantial to all appearance, will try to erect a few more this "year for the benefit of the schools under his charge.

Village Schools, Zillah Hurdui.

The Hurdui village schools, by Mr. Durga Prashád.

105. *Hurdui.*—"Fifteen new schools having been started in this dis-"trict during the year under report, and nine having been closed for want of "suitable attendance, the year closes with 72 schools and 3,244 scholars, "against 66 schools and 2,803 scholars at its commencement. The fee "collections are raised from Rs. 651-15-0 to Rs. 934-14-3, and the increase "is undoubtedly satisfactory. The percentage of attendance to the average "number of pupils on the rolls has no doubt fallen off a little, and is re-"duced from 84 to 81, but this decrease is entirely owing to the sickness "that prevailed in this district, in consequence of which, three schools were "closed for a short period, for no other reason than utter want of boys.

"The various classes at work in the village schools in this district "have, I am glad to record, much improved, and the number of the second "class boys is more than double. These excellent results are greatly "attributable to the pains taken by Moonshee Imdad Hossein, Deputy In-"spector of Schools, who has worked hard in supervising these schools as "is evident from the number of inspections he has paid them.

"I visited these schools in January, February and March last, and "was highly satisfied with the general progress evinced.

"The only schools that I did not find in a satisfactory state, were "those at Rusoun, Tahsíl Sundilah and Sudderpoor, Tahsíl Bilgrám, "which have at last been closed. In this district, only two village post "offices, *viz.*, those of Barwan and Pihanee, are under the charge of ver-"nacular teachers, who are paid Rs. 5 a month each for this extra duty.

Buildings.

"The regular school-houses in the district built up to date, are "seventeen in number, fourteen of which were erected through the late "Deputy Inspector, and three through the local supervisor of the district. "As already noticed, they suffered much injury during the last rainy "season, and are being repaired or re-constructed on the new plan.

Village schools, zillah Seetapoor, by Mr. Durga Prashád.

106. "The village schools in the district are under the management "of Baboo Kesheo Chundra Déb, who has shown his usual diligence and "care in the discharge of his duties.

"Ten new schools having been started, and seven, the worst of the "old ones, having been closed during the year under review, the numbers "of schools and scholars at its close are 54 and 2,366, against 51 and "1,982, respectively, at the end of the year last reported upon. All the "numbers show a steady increase except the percentage of attendance.

* * * * * *

"The number of boys in the upper classes has also slowly, though steadily, "improved. These results will, I hope, be deemed satisfactory when it is "borne in mind that, almost up to the close of the year under report, we "were much hampered in pushing on our educational measures in this dis-"trict for want of funds at our disposal from the cess. If we wanted to "open a new school we could only do so by closing one of our old ones, "that was not likely to prosper. The careful economy advised by you, "*vide* your No. 990, dated 15th September 1870, was exercised. All finan-"cial difficulty has, however, now vanished, owing to the increased income "from the cess after the regular settlement, and better results are ex-"pected to follow during the years to come.

The Deputy Inspector thus classifies his schools :—

Excellent.				Good.				Moderate.				Bad.				
Number on the rolls from 50 upwards.	Percentage of average attendance from 60 upwards.	Collection of fees from Rs. 12 upwards.	Good 1st 2nd and 3rd classes at work.	Number on the rolls from 30 to 49.	Percentage of average attendance from 74 to 79.	Collection of fees from Rs. 6 to Rs. 11-15-9.	Very fair 1st 2nd and 3rd classes in operation.	Number on the rolls from 25 to 29.	Percentage of average attendance from 66 to 73.	Fee collections from Rs. 4 to Rs. 5-15-9.	Tolerable 1st 2nd and 3rd classes at work.	Number on the rolls from 19 to 24.	Percentage of average attendance from 64 downwards.	Fee collections from 0 to Rs. 3-15-9.	Bad 1st 2nd 3rd and 4th classes at work.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
18	32	21	20	21	14	21	19	14	7	4	13	1	1	8	2	

Village post offices.

"The village teachers of Sudderpoor, Maholee and Bansoora are "also in charge of their village post offices, for which the extra remune- "ration is Rs. 3 a month each.

School-houses.

"There is only one regular village school building in the Seetapoor "district; some 30 temporary sheds have, however, been erected, and an "equal number is sanctioned to be built during the current official year.

"I inspected the schools in this district in January and March last, "and with the exception of a few, such as Koosela, Wazér Nugger, Ant "and Bechwal, I found all these institutions in good order.

"Some errors in classification and in the mode of teaching were, no "doubt, observable here and there, but the schools were, on the whole, "found to be in as thriving a state as could be expected from the means "we have at our command.

ZILLAH KHEREE.

The Khereo Village Schools, by Mr. Durga Prashád.

107. "The schools in this district are, as a temporary arrangement, "under the inspection of the Deputy Inspector of schools, Zillah Seeta- "poor, who, I am sorry to record, cannot visit them as often as desired.

"They are seen, however, twice a year, and are, on the whole, in a pros- "perous state. They are twelve in number, having on their registers the "names of 467 students at the close of the year under report, against the "same number of schools and 371 pupils at its commencement."

The percentage of average attendance during 1870-71 was 83, in the previous year it was 84. The classification has improved, and the fee collections have much increased.

"I visited these schools in March last, when the attendance was unu- "sually poor on account of the Golah fair that was in progress at the "time I entered the district.

"The village school Oel is the best of its kind in this district, and "has all the classes of the village scheme in operation.

"All the schools have one teacher each, except Oel, which has two, and "hence there are thirteen village teachers.

Buildings.

"The school at Oel is provided with a regular village school-house, "which requires petty repairs, that have already been ordered by you to be "executed through the teacher. Eight temporary sheds have been erected "during the year under report at a cost of Rs. 10 each, and in some in- "stances, such as Mullanpúr, Golowlee, &c., there are excellent thatched "mud houses capable of accommodating 40 or 50 boys each. The Lam- "bardárs through whom these have been built, should, I think, be thank- "ed for the valuable assistance they have rendered us in getting these "houses constructed, which we should not have built at Rs. 30 or per- "haps Rs. 40 each."

Village school buildings.

108. The Deputy Inspectors send every year a statement showing the number of houses built during the year. No general statement of the repairs executed has been received from all districts. Next year this will be rectified. In sanctioning sums for building school-houses, I directed

this year that no money was to be spent on new school-houses until existing houses had been put into a thorough state of repair; for the rains last year were unusually severe, and very many of the recently erected school-houses were more or less seriously damaged. The former plan provided flat roofs for school-houses. In so comparatively damp a climate as that of Oudh, these flat roofs do not stand. They leak, water penetrates to the arches on which the roof is supported, and they give way. New plans, with sloping tiled roofs, have been substituted. These plans are still further capable of improvement. The statement of village school-houses built or in progress as submitted by Deputy Inspectors, is inserted as usual.

District		Number of schools.		Estimated cost.	Amount expended up to 31st March.	Schools erected under the direction of		Remarks
		Completed in the year	In progress.			District Officers.	The Deputy Inspector.	
				Rs.	Rs.			
Lucknow, ...	1869-70	4	1	1,958	1,679	...	5	
	1870-71	1	...	375	270	...	1	
Barabunkee,	1869-70	8	2	4,102	3,851	1	9	*Of this sum, 461 Rs were spent in 1869-70.
	1870-71	3	...	1,374	*1,391	...	3	
Oonao, ...	1869-70	11	3	6,031	5,884	12	2	
	1870-71	1	...	915	†915	...	1	†Of this sum, 367 Rs were spent during the year.
Seotapoor, ..	1869-70	9	...	89	89	1	8	
	1870-71	8	6	288	278	11	3	
Hurdui, ..	1869-70	11	5	4,874	3,016	3	13	In nearly every district the time of the Deputy Inspector was consumed rather in repairing existing buildings than in building new school-houses.
	1870-71	2	...	440	407	...	2	
Kheree, ...	1869-70	...	...	...	...	...	...	
	1870-71	7	1	80	80	8	...	
Fyzabad, ...	1869-70	5	2	3,120	2,313	..	7	
	1870-71	4	1	2,440	1,839	...	5	
Gondah, ...	1869-70		...	...	...	...	...	
	1870-71	...		...	...	..	...	
Baraich, ...	1869-70	5	5	100	100	...	10	
	1870-71	10	8	573	242	...	‡18	‡The houses said to have been erected were mere mud and thatch sheds No regular school-house was built.
Roy Bareilly,	1869-70	5	4	3,824	3,631	...	9	
	1870-71	3	6	1,800	1,746	...	9	
Sultanpoor, ...	1869-70	7	2	5,408	4,240	7	2	
	1870-71	1	...	415	350	1	...	
Pertabgurh,...	1869-70	5	4	3,778	3,428	8	1	
	1870-71	5	3	740	600	...	8	
Total, ...	1869-70	70	28	33,284	28,231	32	66	
	1870-71	45	25	9,440	8,118	20	50	

Besides the 8,118 Rupees spent on new buildings, about 9,000 Rupees were spent on repairs.

The following table shows the work that remains to be done before every village school has a house of its own. I may add that many of the so called school-houses are mere sheds.

I have come to the conclusion that for ordinary village schools, expensive houses which cannot readily be repaired by the unskilled labour obtainable on the spot, are a mistake. I do not see that a village school-house need be very superior, save, of course, in size and airiness, to the ordinary houses occupied by well-to-do agriculturists.

Substantial mud walls, thatched and well projecting roofs, and drains to carry off the surface water and prevent its saturating the foundations, are often all that is necessary. Such mud houses can be readily built for some Rs. 80 or Rs. 100 or less, and, if regularly plastered and kept clean, are not the eyesores that more ambitious buildings may become if suffered to remain in a state of disrepair. Of course, tiles are far preferable to thatch, but some villages are infested with monkies, who damage tiled buildings but do little harm to thatched houses.

Districts.	Number of village schools for which houses.				Remarks.
	Are lent or given rent free	Are lent on rent.	Have been erected.	Total.	
Lucknow,	12	2	25	39	
Barabunkee, ...	33	4	31	68	
Oonao, ...	11	18	35	64	
Seetapoor, ...	18	5	31	54	
Hurdui, .	46	9	17	72	
Kheree, ..	3	0	9	12	
Fyzabad, ...	18	5	28	51	
Gondah,	1	0	0	1	
Baraich, ..	26	1	12	39	
Roy Bareilly, ...	23	15	24	62	
Sultanpoor, ...	38	5	16	59	
Pertabgurh, ...	20	0	34	54	
Total,	249	64	262	575	

109. *Village School Libraries.*—These libraries continue to receive an annual grant of Rs. 50. I saw all of them except one during my tour of inspection, and was on the whole satisfied with the way in which they were kept and managed.

The Lucknow library for village school masters

In Lucknow, the number of books is 445 against 294 last year; 318 volumes were taken out during the year. Besides the Government grant, each village school master pays Re. 1 annually from the school fees, and town school masters pay Rs. 2 annually towards the support of the library. There are but four private gentlemen, who have voluntarily subscribed to the library and taken out books for perusal. The income of the Lucknow library was in addition to the Government grant Rs. 72, and at the end of the year, there was a balance of Rs. 44-11-3.

A library in connection with the Mallihabád school has also been opened, and certain books were transferred from the village teachers' library.

Seetapoor village school library.

110. The books have been catalogued. The number of volumes is 326, 176 new books having been added during the year. The library is not much used, only thirty-nine copies of books were withdrawn for perusal. The Deputy Inspector finds village school masters very careless regarding their own culture. They rest content with what they have acquired

at the Normal school, and even become rusty in some of the subjects taught there. The only way to counteract this tendency is to withdraw the Normal school certificate originally granted.

The Pertabgurh village school library.

111. *Pertabgurh.*—The library in this district is a very poor one. It contains only eighty-one books. The Government grant and the teachers' subscriptions are now in hand, and the Deputy Inspector says that new books will be added. There has evidently been some neglect.

The Barabunkee village school library.

112. *Barabunkee.*—The village school library here contains 200 books; last year there were but 139. One lambardár has become a subscriber, and four others have applied to be admitted as subscribers. The Deputy Inspector does not note the income of the library; but the information regarding these libraries is not complete. Next year fuller information will be given. In Oonao there was no village library. The books for the library were not ordered by the Deputy Inspector until May. The Inspector of schools should not have suffered so great delay. From Sultanpoor, Hurdui and Fyzabad, no reports have been received. Special reports have been called for from all districts.

SECTION IV. D.—Government Schools of the Lower Class for Girls.

Changes in the management of girls' schools and results.

113. As there have been some important changes in the management and control of girls' schools in Oudh, it is perhaps advisable to give a brief résumé of what has been done since girls' schools were first opened. The Government of India, in resolution No. 1,448, Financial Department, dated 17th July 1867, were pleased to sanction a grant of Rs. 380 per mensem for the promotion of the education of women in Oudh. Of this sum, Rs. 120 were to be expended on a Normal School in Lucknow, and Rs. 260 on the education of girls. The scheme was only sanctioned experimentally. The late Mr. Handford in his No. 678 dated 3rd September 1868, submitted a report on the working of the experimental scheme and solicited an additional grant.

(1.) For a second training school for Hindí school mistresses.

(2.) For additional girls' schools.

(3.) For an European Inspectress.

The Government of India, Home Department, in letter No. 642, dated 28th October 1868, para 3, whilst incidentally though not expressly, sanctioning the continuance of the experiment on the existing scale of establishment, were of opinion that sufficient co-operation on the part of the native community had not been obtained so as to warrant any increased grant. Subsequently, by resolution No. 2,385, dated 30th July last, Government of India, Financial Department, the grant was increased by Rs. 235 per mensem, but no European Inspectress was appointed.

In the last annual review of education in Oudh, the Chief Commissioner was pleased to concur in the opinion, that none of the women, then at the Normal School, should be sent out to teach schools, until

there was an Inspectress. This was the state of affairs up to last January. There was a Normal School with ten pupils, six of whom were qualified for employment, costing Rs. 120 per mensem, there was an additional grant of Rs. 235 per mensem for the establishment of new schools, and there was the well considered opinion, that to send out from the Normal School the six trained mistresses to open fresh schools would be merely to invite scandal. Accordingly, it was suggested, that the Normal School should be closed for a time, that the mistress should be made Inspectress of girls' schools in Lucknow and its suburbs, and that with the savings thus effected, amounting to Rs 70 per mensem, additional schools should be opened. It was also proposed to open Normal School classes at Mallihabád for Mahomedans and at Pihani for Hindús. All this was done, save that the Hindú Normal class at Pihani could not be opened for want of a trained teacher.

The Normal School at Lucknow never trained any women but Mahomedans. The results of the year's operations are as follows :—

	Schools.		Pupils.		Average daily attendance.		Total cost of educating each pupil.		Remarks.
	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	1869-70.	1870-71.	
							Rs. As. P.	Rs. As. P.	
Lucknow, ...	11	29	285	482	225	393	8 4 6	6 7 2	
Barabunkee, ...	6	5	86	84	52	73	4 8 11	4 13 1	
Oonao, ...	...	1	...	19	...	17	...	3 7 2	
Seetapoor, ...	4	5	96	119	85	105	2 9 11	3 4 7	
Hurdui, ...	9	*14	229	315	200	212	2 13 7	3 14 6	*Including one closed during the year.
Kheree, ...	...	1	...	17	...	11	...	4 12 0	
Fyzabad, ...	1	4	66	174	61	120	9 7 6	7 12 8	
Baraich, ...	2	2	26	24	20	20	...	7 2 9	
Sultanpoor, ...	5	†7	91	120	71	92	3 12 3	3 6 11	†Including one closed during the year.
Pertabgurh, ...	...	1	...	15	...	13	...	1 10 4	
Total ...	38	69	879	1,369	714	1,056	5 6 3	5 4 10	

Schools and pupils have increased, but it is difficult to ascertain the exact progress made.

Thus, the schools have increased by thirty-one, and the pupils have risen from 879 to 1,369, or have increased by 490. The average attendance per school is now about twenty; last year it was twenty-three. The apparent decrease is owing to the breaking up of the large school at Fyzabad into two schools. The mistresses quarrelled, and it was necessary to give them separate institutions. It might seem from the above table, as if very great improvement had been effected, and that the girls' schools in Oudh were in every respect progressing. But, indeed, the education of girls in Oudh is beset with difficulties. Here not only do school mistresses object to having their pupils seen or to be seen themselves, but many of them object to male inspection even from behind a purdah. Some say that not only must not a man be seen, but even his voice must not be heard. Consequently, there are some girls' schools that I have not seen or examined even from behind a purdah, and of whose condition I can form but the faintest idea. Moreover, the girls will sometimes not come to

school without a doolí, and the money spent on kahárs is actually, in sóme instances, greater than the amount spent on tuition.

114. I subjoin the statistics of those schools at which kahárs and doolís are kept :— Expenditure on kahárs at certain schools for girls.

Name of school.	Number of pupils.	Monthly pay of Mistress.	Monthly pay of school attendant.	Monthly pay of kahars.	
Model school, Lucknow, ..	16	7	3	7	
Chowk school, ...	16	8	3	7	
Newázgunj,..	16	8	3	7	
Patanála, ...	16	8	3	7	
Rája ká-Bazár, ...	18	8	3	7	
Mogul Púra, ...	81	12	2	32	
Khúrd Mahal, ...	50	11	2	16	

Here, then, we have Rs. 62 spent on instruction and Rs. 83 spent on doolí bearers. I may remark here that at Fyzabad, where the doolí expenditure is the most extravagant, fifty-four of the students are the children of Government servants, about twenty-seven belong to the trading classes, and twenty-six are the children of private servants. I should say that the majority of these girls ought to be able to walk to school.

Nothing could be more unsatisfactory. The refusal to allow of my inspection because the pupils may not hear a man's voice seems ridiculous. Why they must hear men's voices. Do not they hear the kahárs crying as they are carried through the streets? However, it is useless to reason in cases of this kind, and I have hitherto contented myself with the reports of Mrs. Massih on the schools.

I have also been able to persuade an European lady to visit frequently the girls' schools in Lucknow, and to record her remarks in the school minute books.

115. There are six schools under the immediate management of the Inspectress, five of which do not allow me to inspect them, but one that contains only eight pupils and has been recently established, it is presumed, would allow of my inspection, since no doolí has been sanctioned for this school.

Lucknow girls schools under Mrs. Massih that do not allow of male inspection.

	Pupils.
1. Model School,	16
2. Chowk „	16
3. Newázgunj „	16
4 Patanála „	16
5 Rája ká bazár „	18

In fact, I have not sanctioned a single doolí for any school newly opened except in one instance, where it was very clearly shown that by so doing I should increase the attendance, introduce a superior class into the school, and provide for the advanced education of branch school girls. The report of the Lucknow Inspectress of female schools is meagre, and were it not for the kindness of the lady, who visited on several occasions, the schools in Lucknow that would not tolerate my inspection, I should have but little to record.

No doolí has been sanctioned for any newly opened school.

REPORT OF THE LADY VISITOR. MODEL SCHOOL.

Number of pupils at close of year, 16.
Total cost during the year, Rs. 289-6-9.

116. "Twenty-three girls and women were present. Some of "them read the second book nicely, but others could only read by rote, "and when asked to read the first book did not know how to do "so. Still, on the whole, they did fairly. Some can write, and two "worked a sum in simple addition. The mistress seems to take pains.

Chowk School.
No of pupils at close of the year, 16.
Total cost during the year, Rs. 290-5-9

117. "I visited this school and found 22 girls present. Four "had left, because I was rather late. I was struck by the number "of adult women attending this school and their apparent anxiety "to show me what they could do. A few read very creditably, and "they wrote on their slates both sentences and figures. They also "exhibited a great deal of work and told me that they earned money by "working. They all know their letters, though many of the little ones "only know their letters and cannot read at all.

Newázgunj.
No. of pupils at close of the year, 16.
Total cost throughout the year, Rs. 295-6-6.

118. "I visited this school and found 24 present besides some of "the relatives. Eight of the girls read very nicely and one girl "has read though the whole of her book. She has also read some "history and grammar. Certainly, the first class did very well and were a "credit to their teacher. They all wrote figures from dictation and some "worked an addition sum. The younger ones only appear to know their "letters,and I think they should now be taught to read easy words. There "are some adult women who attend this school. One especially attracted "my attention by her anxiety to learn, she did a sum, using English "figures, and read very nicely. Some of the girls and women knit and "work nicely. I think Mrs. Massih deserves credit for the way she has "supervised this school.

Patanala.
No. of pupils at close of the year, 16.
Total cost throughout the year, Rs 291-8-6.

119. "Twenty-two were present, some were girls and some were "women. In the first class, 3 read nicely out of the 2nd book and one "woman read very fairly. They all did a sum in addition and wrote "from dictation. They also pointed out some places in the map of "Asia. The first class did very well. The second class know very little "beyond their letters, but the mistress said they had only been a short "time at school. I mentioned that the next time I came, I expected "to find that some could read. A great many of the women and children "work and knit very nicely. The mistress seems to be an active and "energetic woman.

Rája-ka-bazár.
No. of pupils at close of the year, 18
Total cost throughout the year, Rs. 292-9-9.

120. Twenty girls were present. "This school is in a decidedly "bad state, only one or two women or girls can read, they know "a little of their books by rote. A great many can say their letters, "but even these they only know by rote. There are two or three very "little girls who are clever, and if well taught will soon get on. One "woman reads and writes fairly. The mistress of this school should be "changed."

Such is the report of the Lady who has visited on 3 or 4 occasions the schools in Lucknow that I may not see myself, and which my Inspectors may not visit. The schools are somewhat costly, because doolís

and kahárs are hired. I am to add, that on subsequent visits that were unexpected, the Lady Visitor did not find so many pupils present.

121. There are only two other schools that I have not been allowed to inspect. They are at Fyzabad. To inspect these schools, I sent Mrs. Massih. She has returned, and the results are very poor.

The Fyzabad girls' schools.

122. There were at this school, at the close of the year 50 girls, all of whom were Mahomedans. This school was originally one with the Mogulpúra school, and the cost of both schools was Rs. 1,092-14-1. So, that this school cost* rather less than Rs. 500. When Mrs. Massih examined the school, there were 41 girls enrolled and 37 were present. Of these 37 girls, only two could read any easy book, and one only of these two could write any easy sentence from dictation. Six girls could read any easy sentence at sight, one could read simple words, and one could repeat the multiplication table to 10. Six girls could write figures to 10, and 14 girls had finished the alphabet. Thus, 21 girls knew nothing beyond the alphabet.

Fyzabad Khúrd Mahul girls' school.

* A very rough calculation as more pupils are at the Mogulpúra School. The cost of this school is less than the above sum.

123. At this school, on the 31st of March, there were 81 girls enrolled, and assuming the school to have cost half the entire charge of the two schools at Fyzabad, the cost was for the year Rs. 500. This is a very rough calculation.* When Mrs. Massih visited the school in May, she found 63 present. Of these 63 girls, one could read any easy book and write any easy sentence from dictation. Five could read any very simple sentence at sight, and 4 could write easy words from dictation, 10 girls could read simple words and 3 knew the multiplication table to 10. There were, thus, 40 girls out of 63 not advanced beyond the alphabet. At both these schools some of the girls can sew and embroider.

The Mogulpúra school.

* For both schools the entire cost was Rs. 1,092.

124. Besides the 7 schools inspected by Mrs. Massih, two being in Fyzabad and 5 in Lucknow that do not admit of the inspection of male educational officers, Mrs. Massih visits the 6 schools marginally* noted, all of which are in Lucknow. The first three schools were only opened in January or February last. No doolís are allowed. The attendance is often wretched, and it may be necessary to close these schools and send the mistresses elsewhere. The Deputy Inspector attributes the non-success of these schools to the non-allowance of a means of conveyance. Yet the Jhawai Tola, Maqbulgunj and Fatehgunj schools have no palkìs and the attendance is fair.

* Girls' schools visited by Mrs. Massih in Lucknow that admit of the inspection of educational officers.
1. Girls school held in the old Normal school-house now called the Golagunj school.
2. Nákhás.
3. Mahbúbgunj.
4. Jhawai Tola.
5. Maqbúlgunj.
6. Fatehgunj.

I must say that I grudge to spend the limited funds placed at my disposal for the education of girls, on kahárs. The people of Lucknow lend no assistance to schools for girls, and do not in any way co-operate with the educational department in the matter of female education. Even the schools that are provided with doolís are but poorly attended, and the girls make but little progress. I should like to see each school managed by its own local committee, composed of the fathers of the girls sent to read. But I am informed that the idea is, under the purdah system, impracticable, and the schools would collapse if the attempt were made.

The average daily attendance at Maqbulgunj was, during the past year, 20. The school has been established for 3½ years. The average daily attendance at Jhawai Tola and Fatehgunj is not so good, being only 13 and 11 respectively. At 5 of the 7 schools, Mahomedans only attend, but at Maqbulgunj and Fatehgunj 20 Hindú girls attend.

I visited both these schools. At the former, I found 21 girls enrolled, of whom 17 were present. Of these 17, 8 could read and write easy sentences from dictation. The girls were the daughters of petty shopkeepers or contractors. Some of the girls worked neatly and well. At the Fatehgunj school, of 15 girls present only one read fluently.

Lucknow district schools for girls, open to male inspection with proper purdah arrangements.

1. Khalispúr.
2. Kakori.
3. Kusmundí.
4. Mahona.
5. Mundiaon.
6. Amethí.
7. Bakás.
8. Goshainganj.
9. Nugram.
10. Mall.
11. Thawar.
12. Mow.

125. In the Lucknow district there are 12 schools for girls, managed by Pundit Sheo Narayen. Six of these schools are for Mahomedan girls and contain 114 pupils, and six are for Hindús and contain 98 pupils. Nine of the 12 schools were opened in 1870-71. The Deputy Inspector thinks that four of the nine newly opened schools promise well.

Opinion of the Deputy Inspector, Lucknow, on the education of girls.

In his report, the Deputy Inspector attempts to show, that in cities much progress in the education of girls cannot be expected. For, in his opinion, none of the better class of Mahomedans or Hindús will ever approve of the education of women, inasmuch as native gentlemen think that such education tends to emancipate Mahomedan and Hindú ladies from the seclusion they now enjoy or suffer, and that the lower classes will not regard with favour the education of girls, inasmuch as they do not care even for the instruction of their sons. Thus, female schools are, in his opinion, only likely to succeed in outlying towns and villages, not in such a city as Lucknow. To a certain extent, his opinion is borne out by facts. That is to say, it is both easier and cheaper to maintain a school for girls in a village or town than in Lucknow.

The Mallihabad girls' schools under Mahomed Ibrahim.

126. The Mallihabad girls' schools under Mahomed Ibrahim, the zealous head master of the Tahsílí school, are really the only good girls' schools in the Lucknow district. I may perhaps except the school at Muqbulganj in the city of Lucknow.

He has very much to contend against—the envy of some at his success, and the dislike of others to the system.

There are five girls' schools at Mallihabad, and a Normal class now containing 10 pupils.

The total number of scholars is 119. The classification of the pupils is as follows:—

Class.	First.	Second.	Third.	Fourth.	Total.
Enrolled, ...	13	18	33	55	119

The first class pupils have read Mirát-úl-Urús, write letters and learn embroidery. They also can work sums as far as simple multiplication. The second class may be considered to consist of two sections. The first section have commenced the Mirát-úl-Urús, with easy sentences

from dictation, and learn the multiplication table. The second section read the Urdú letter-writer, write copies, and learn the multiplication table. Both sections work and embroider. The third class read the second Urdú book and copy letters and words. They also learn the multiplication table and sewing. The fourth class have, many of them, finished the primer; they write the alphabet on their slates. The Mallihabad schools contributed some 50 specimens of hand writing, embroidery in gold, silver and silk, and plain work for the Kensington Exhibition. All were excellently done. I may mention here, that the girls at Goshainganj make the prettiest little baskets of the finest straw. Other girls' schools, especially those of Hurdui, Píhaní, and Kúrsí, also contributed examples of school work. I visited the Mallihabad schools for girls before additional funds enabled me to appoint additional teachers and to sanction the employment of one doolí to bring to school the advanced pupils of the branch schools. I was pleased with all I saw, but, since the time of my visit, there has been great improvement.

State of Normal class.

Of the ten students under training as school mistresses, three have already reached the first class. All of the students have relations who will receive them at the places where it is designed that they should eventually open schools, or will accompany them there. Only two are of rather tender years. At first, Rs. 16 were sanctioned monthly for the payment of four stipendiary students; but Mahomed Ibrahim, has managed to make this small sum do for the payment of 10 students. They receive stipends of one or two rupees, according to their classification. One of the women under training is from Oonao. On the subject of the doolí recently sanctioned, Mahomed Ibrahím, in his interesting report, says, that he is *not* of opinion that no Mahomedan girls' schools can flourish without some means of conveyance for the pupils. On the contrary, in small schools, where the teachers draw but little pay, he would give no doolís, nor would he always provide a doolí even for schools of 30 or more pupils. He does not think that the cost of conveyance should exceed the cost of tuition; but where there is a main school with several branches whose advanced students attend the main school for further instruction, there he thinks a doolí might be provided. Moreover, he says, regarding inspection, that there is no reason whatever why girls of less than nine years should object to say their lessons even without a purdáh. These are also my own opinions. But the doolí system having been commenced in Lucknow and Fyzabad, the schools in these places would collapse if the doolís were withdrawn.

Opinion of the manager of the Mullihabad schools on supply of doolís.

Arrangements for inspection

127. The mode of the inspection of the Mallihabad schools for girls have been the subject of some consideration, and it has been finally arranged, at the recommendation of the Superintendent, that the schools taught by mistresses shall be open to the inspection only of the Director of Public Instruction and the Inspector, who will give due notice, so that, for the senior pupils, proper purdáh arrangements may be made. The schools taught by masters may be visited by the Deputy Inspector. In January, the Inspector visited the five girls' schools at Mallihabad, and considered them to be in good order. Out of 119 enrolled at the close of the year, 12 were the children of t'alukdárs and 13 the daughters of zemindárs and lumbardárs.

Alleged reason for non-success of the Lucknow trained teachers for girls.

There is one singular opinion given in Mahomed Ibrahim's report. He thinks that the Mussulmání women, sent out from the Lucknow Normal school, have not proved very acceptable school mistresses, because they were not acquainted with Mahomedan religious books. Possibly he is correct.

Those gentlemen residents of Mallihabad who support by their influence and example the schools for girls.

The great supporter of girls' schools in Mallihabad is Mahomed Ahmed Khan, T'alukdár, who sent his own little daughters to school. He is foremost in educational work in Mallihabad and deserves every consideration. I regret to say that two of his daughters have died of small pox. They were to have been vaccinated, but the operation was unfortunately postponed. The other gentlemen who assist, are Mahomed Nasim Khan, T'alukdár, Abdúl Rahmán Khan, resident of Mirzaganj, Mahomed Yacoob Khan, Kúmedán, Hafiz Múbárak Sháh Khan, Yusuf Khan, Tahsíldár, (court,) Mahomed Khan, Hafiz Abdúl Jubár Khan, Choudhrí, Iqtidár Alí Khan, and Moulví Mahomed Hossein. Each of these gentlemen has one or other of the five schools under his immediate supervision and patronage.

The Barabunkee girls' schools.

128. There are in this district five girls schools and 84 pupils. In 1869-70, there were six schools and 86 pupils. The school at Barabunkee itself has only been recently established. When I visited it, I did not consider it to be in good order or well looked after. The place of assembly was incommodious. The Inspector reports that of 84 pupils attending all the schools, 20 can read and write Urdú fairly well. The embroidery of the Kúrsí pupils is good. Specimens were sent to the exhibition.

The Hurdui girls' schools.

129. The schools have increased from 9 to 13, and the pupils from 229 to 315. The average attendance in March was 202, or amounted to 64 per cent. of the number enrolled. There is one very pleasing feature connected with the education of girls in this district. In five schools, fees are taken. Of the 315 pupils, the Deputy Inspector reports that 18 have finished the translation of the Circle of Science, and can write fluently from dictation, 46 read the first Hindí letter-writer and can write easy sentences from dictation. The remaining 251 girls have hardly advanced beyond the alphabet. The best girls' schools in Hurdui are those of Pihání, Bakhurya, Raegoun, Sukra, and Jarowlí. The Inspector would not consent to establish the latter school unless fees were paid. The people assented. Here there is evidence of some co-operation. I saw all the girls' schools at Pihání. All are taught by Brahmuns. Two are in fairly good order. Several adults attend these schools. The Deputy Inspector concludes his brief mention of the schools by saying, "the improvement made this year in our female schools shows that the people in general are not averse to female education, and in some cases have shown "lively interest in this matter. I am glad to note that these schools are "mostly attended by high caste girls, as out of 315 only 65 are súdras."

The Seetapoor girls' schools.

130. There are five girls' schools and 119 pupils. Last year there were four schools, and 96 pupils. Three of the schools are situated at Misrikh. The tahsíldár takes a warm interest in these schools. They have made perhaps fair progress and are certainly not unpopular.

The Misrikh girls' schools

The Deputy Inspector reports that he has been able to open a class for adults. This class, consisting of four scholars, is taught by the Head Master of the Government school at Misrikh, when the boys' school is not open. I may add that Kesheo Pershád, the head of the town school, a Koolin Brahmun by caste, efficiently supervises the girls' school at Misrikh. I visited these schools in March, and finding the mistress of one of them hardly able to perform her work efficiently, a Purohit was entertained, and the mistress was allowed to remain as his assistant. The best school is that of Dowlutpoor. This school is taught by a married Bramhunin and there were, when I visited it, 35 girls enrolled. Some of the pupils read the Ramáyun fairly well. Of the 119 girls attending the Seetapoor schools, 72 are Bramhunins and all are Hindús save one. 27 girls are the children of lumbardárs or zemindárs, and 33 are of the cultivating classes. The only barrier to a very considerable extension of education amongst Hindú girls in Seetapoor and elsewhere, is the want of well trained Hindí mistresses, and, I may add, of useful and entertaining books, especially adapted for female use. The Lucknow Normal school never supplied any but Mahomedan mistresses who were really only fitted for employment in the city itself.

The Oonao girls' schools.

131. Here a school has been opened. It now contains 19 students, all Mahomedans and all purdáh nishín. It is managed by a committee. The pupils are still in the lowest class. The committee have been addressed on the want of progress of the pupils. But the members think that "considering the ages of the pupils, the progress has not been altogether unsatisfactory."

The Khereo girls' schools

132. In this district there is only one Government school for girls. It is taught by a mistress who is married and resides with her husband. She is only paid Rs. 5 per mensem. The school is supported from the Subscription Fund of the district. I visited the school in March. There were 17 girls present, but only two could read and write. Only three of the pupils belong to the cultivating classes. None are Bramhunins.

Classification of pupils, Western Circle.

133. I give a Statement of the classification of girls in the Western Circle. From the Eastern Circle there are no returns :—

Number.	Name of District.		Number of Schools.	Number of pupils in classes.					Remarks.
				I.	II.	III.	IV.	Total.	
	F. S. in the City, ...	1869-70.	.	...	...	...	...	...	
		1870-71.	11	18	60	10	63	151	
	F. S. in the District,...	1869-70.	..	...	...	...	...	...	
		1870-71.	12	...	7	36	169	212	
	F. S. in Mallihabad, ...	1869-70.		...	...	..	...	...	
		1870-71.	* 5	9	18	28	54	109	* Omitting the Normal class of ten pupils.
	Oonao, ...	1869-70.	...	...	...	...	...	...	
		1870-71.	1	...	...	...	19	19	
	Barabunkoo, ...	1869-70.	...	...	...	.	...	...	
		1870-71.	5	4	16	16	48	84	
	Seetapoor, ...	1869-70.	...	...	...	...	..	...	
		1870-71.	5	9	10	12	88	119	
	Hurdui, ...	1869-70.	...	...	...	...	...	...	
		1870-71.	13	...	18	46	251	315	
	The classification of the solitary school in Kehree, is not given by the Inspector.								
	Total, ..	1869-70.	...	...	..	...	..	...	
		1870-71.	52	40	129	148	692	1,009	

Eastern Circle, schools for girls.

134. I have already remarked on the schools in the town of Fyzabad; and now give Mr. Thomson's report.

Fyzabad city.

"At the beginning of the year there was one school here under two "mistresses, but as they took to quarelling, and I could not discover "which was to blame I had to separate them. The school at Moghul "Púra contains 81 girls and that at Khúrd Mahul 50. The girls attend "as regularly as can be expected. I have had no means of examining "these schools during the past year, and so cannot speak regarding their "progress. They have given a good deal of time to needle work, knit-"ting, &c., which they like better than reading and writing. Ladies "to whom I have shown the work, considered it very neat.

Girls' schools, Fyzabad zillah.

"The Deputy Inspector has established two girls' schools *viz.*, at "Shahzadpoor and Tandah. The one at Shahzadpoor has been at work for "seven months. It contains 28 girls, mostly daughters of weavers. Some "of them can read easy lessons, and write a little, but most of them "are as yet only beginning. The school at Tandah contains 15 girls, but "as it was opened only two months ago, no great progress has been "made.

Girls' schools, zillah Sultanpoor.

135. "There are four schools near Sultanpoor under the manage-"ment of the Head Master and two in the district under the Deputy "Inspector. Those under the Head Master contain 86 girls. Two of "them have made considerable progress, and several girls have learned "to read fairly and write a little. In the other two very little has been "done. Of the two under the Deputy Inspector, the one at Katawan is "good, that at Jagdíspúr indifferent.

Girls' school, zillah Pertabgurh.

136. "The Deputy Inspector lately established a school at Nawab-"gunj, Mánikpúr. When I examined the school in March, I found 15 "girls present. The school is young, and the pupils had not made much "progress, but they seemed to like school work and were eager to show "off their attainments. Both teacher and pupils seemed to be working "well.

Girls' schools, zillah Baraich.

137. "There are two schools in Baraich, containing 12 girls each. "The one at Akberpúrá, taught by Bibí Maliká, has done creditably. "The girls have attended regularly and learned a good deal. The other "at Qazípúrá has hardly done any real work.

"As I discussed the subject of female education at so great length "in my last Annual Report, I need hardly add anything this year. I "may say, however, that the year's experience has increased my confi-"dence of the practicability, not to say ease, of establishing a system of "female schools and of the suitableness of the machinery I have already "described. People everywhere have confidence in the department. "There is no difficulty in finding pupils, the difficulty is in finding tea-"chers, and in exercising a proper control over them."

138. The class of girls attending Government schools may thus be shown :— Class of girls attending Government schools.

	Pupils.
T'alukdárs, ...	12
Zemindárs, including Lumberdárs, Patídárs, Thekedárs, &c., ...	195
Patwárís and Qanúngoes,...	10
Cultivators, ...	284
Government servants.	127
Private servants, ...	180
Professional men, such as Pundits, Moulvís, Hakíms, Writers, &c., ...	103
Trading class, including Bankers, Merchants, Shop-keepers, &c., ...	208
Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c.,...	156
Others, ...	94
Total, ...	1,369

THE JAIL SCHOOL.

139. There are three schools in the Jail at Lucknow, one is for adult males, a second for boys, and a third for women. At the male schools there are now 91 pupils, 47 being adults and 44 being boys. The average attendance was about 80. The recorded average last year was 53 only. But then the returns of the school in the District Jail were not recorded. There are four classes in the male school. The Jail school.

The classes are thus arranged :—

Classes.	First.	Second.	Third.	Fourth.	Total.
Pupils, ...	4	15	27	45	91

In the last class, 20 can read easy words, the upper class pupils can read and write, the third class their text book only, and the other classes fairly well. Seventy-one prisoners left school, 20 being from the first, and second classes were able to read and write. Of the 91 pupils attending school, 58 read Hindí, and 33 Urdú. At the school for female convicts opened during the year, there are now 20 scholars. They are taught by a Christian mistress. The Jail schools have been frequently visited by the Deputy Inspector, and I have paid one visit. The school for males is taught by a master, who is paid Rs. 30 per mensem. The scholars attend school for three hours daily.

SECTION V.—Institutions for Special or Professional Education.

Government Normal schools.

140. *Government Normal Schools.*—The following table exhibits the statistics of these institutions :—

		Number of schools.	Number of scholars.	Masters who completed their education during the year and obtained certificates.	Average number enrolled.	Average daily attendance.	Total cost to Government.	Total cost to Cess.	Total cost.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
							Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
For Masters,	1869-70.	1	184	131	197	181	6,692	12,720	19,412	98 8 6	33 15 5
	1870-71.	1	133	100	130	117	4,782	9,875	14,657	112 11 11	36 12 6
For Mistresses,	1869-70.	1	17	8	17	16	1,437	...	1,437	84 8 3	84 8 3
	1870-71.	1	8	8	10	9	1,218	...	1,218	121 12 10	121 12 10
Total, ...	1869-70,	2	201	139	214	197	8,129	12,720	20,849	97 6 9	37 15 8
" ...	1870-71*.	2	141	100	140	126	6,000	9,875	15,875	113 6 3	42 13 8

* Closed in January 1871.

There was some reduction in the strength of the school. This reduction occurred in the early part of the year, and therefore, in spite of greater economy and considerable reductions, the average cost of educating each pupil has slightly increased. In August last there were but five classes and 129 students. The Hindí Department had been closed and the senior class discontinued. To teach these five classes, there were eight masters. The staff was thus unnecessarily large, and three masters were removed. Of the 129 students, no less than 64 were from the district of Lucknow, 27 being city men. As these men had been but a short time under instruction, many were allowed to leave, and masters to supply their places were invited from the several districts. Manifestly, it is better that each district should send its complement of masters for instruction, than that the Normal School should be filled with Lucknow men. The men supplied by each district possess local knowledge and have some local influence, and are more likely to remain at their posts when sent to take charge of village schools, than persons from Lucknow, who gladly return home on the first opportunity. I may add that the Head Master, in his report, which is well written, and which I have been tempted to give *verbatim*, laments that more care is not taken by the Deputy Inspectors in selecting men for admission. During the year, the Hindí Department was resuscitated, but it was provided that each Hindí student should also acquire a good knowledge of Urdú, and the senior, or, as it has been called, the middle class, was re-opened. From the fact that, of 28 senior students who obtained middle class certificates in December 1869, 14 remained without employment until July, I at first formed an opinion that masters were not urgently required in Oudh. But my opinion was entirely erroneous ; masters are still much needed, and men are required of a superior calibre to many of those hitherto sent out. Accordingly, as reported by the Head Master, the examinations were stricter this year than formerly.

The present position of the school may be thus contrasted with its state in March 1870 :—

Departments.	March 1870, classes.	Scholars.	March 1871, scholars.
Hindí Department, ..	Senior class,	1	..
	Junior class, 1	21	26
	Do. „ 2	13	25
	Total, ...	35	51
Urdú Department, ..	Senior class,	13	16
	Junior class, 1	27	33
	Do. „ 2	27	33
	Do. „ 3	26	..
	Do. „ 4	29	..
	Do. „ 5	27	..
	Total, ...	149	82
Grand Total, ...		184	133

Changes and opening of gymnasium and new ancillary school.

141.—The classification has been somewhat altered. A tentative scheme was introduced by Mr. Handford in 1869-70, providing for quarterly examinations and quarterly promotions from class to class, but the scheme failed. The year is now divided into two terms, aud there are yearly and half-yearly examiuations and promotions. The rules for awarding certificates have undergone revision. An evening class has been formed, and a gymnasium and practising school have been opened in one of the group of buildings now occupied by the Normal School. The gymnasium is small enough, and merely contains those instruments that are usually used by natives. All these changes have been effected without incurring additional expense. The senior class has increased since the close of the year, and it was expected that the full complement of 30 men would be entertained by June. In April last, all the districts excepting Fyzabad, Pertabgurh, Baraich, Kheree, and Gondah were fairly represented at the Normal School. The teachers under instruction, drawn from each district, were on the 1st April :—

Western Circle.	*Teachers.*	*Eastern Circle.*	*Teachers.*
Lucknow, ...	... 27	Fyzabad, ...	... 5
Barabunkee, ...	... 15	Sultanpoor, ...	... 11
Hurdui, ...	... 18	Roy Bareilly, ...	... 12
Oonao, ...	... 19	Pertabgurh, ...	... 7
Seetapoor, ...	... 10	Baraich, ...	... 6
Kheree, ...	... 1	Gondah, ...	... 2
Total, ...	... 90	Total,	... 43
		Grand Total,	133

There were two final examinations in the year under report, one in April and the other in December. 93 students appeared for the lower, eight out-teachers appeared in the middle, and 13 in the higher examina-

tions. Of the 93 junior candidates, 27 belonged to the Hindí and 66 to the Urdú side. Twenty-four Hindí and 62 Urdú, or a total of 86 out of 93 passed successfully. Thus, the percentage of successful candidates was 93 per cent. Last year it was 92 per cent. In the table, 100 masters are represented as completing their education. The remaining 14 masters belonged to the passed senior candidates of the previous year, and were retained in the Normal School until appointments could be found for them.

The masters who passed the terminal examination, were sent to the following districts :—

Western Circle.		*Eastern Circle.*	
Lucknow, ...	7	Fyzabad, ...	2
Hurdui, ...	7	Sultanpoor,...	6
Seetapoor, ...	9	Pertabgurh, ...	16
Barabunkee, ...	13	Roy Bareilly, ...	7
Oonao, ...	2	Baraich, ...	13
Kheree, ...	0	Gondah, ...	0
Total, ...	38	Total, ...	44

Four were allowed to join the senior class.

Marks gained by passed village school masters.

142. The average marks from a maximum of 100, gained in each subject, were :—

Language.	1st Language *including* grammar and composition, ...	66·08
	2nd Language ditto ditto, ...	70·49
Mathematics.	Arithmetic, ...	71·50
	Mensuration, ...	55·63
General knowledge.	Geography of the world, ...	40·27
	History of India,...	50·
	Natural Philosophy, ...	53·18

In addition to these school examinations, 13 out-teachers attempted to pass the higher examination, and eight presented themselves for middle class certificates. In the former, only two passed, and in the latter only three. The successful teachers are ;—

High Class Certificate.

(1). Moulvi Mahomed Hamid Ali, Chowk Municipal School, Lucknow.

(2). Moulvi Irshád Ali, American Mission School.

Middle Class Certificate.

(1). Moulvi Abdul Ali, Patunpúr Village School.

(2). Moulvi Hamid Ali, Misrikh.

(3). Pundit Shri Dhur, Sultanpoor.

The average pay of the junior masters sent to village schools was Rs. 7-4-0. On this subject, the head master remarks :—

"I do not see why the remuneration of our teachers should be so "low. I think that every teacher should be well trained and well paid, "even in our village schools. A teacher of inferior intellectual or moral "capacity will hardly do for the instruction of children coming from the "humblest grade of society. To raise the children from the low position "in which they are, we must bring them into daily and habitual contact "with some of the finest minds we can possibly secure. I would rather "have a dozen schools under efficient well paid masters than a hundred "under incompetent low paid teachers. It is impossible to keep up the "status of the teachers and the efficiency of the teaching under the "cheap system of 'multiplicity of schools,' now in vogue."

There is some force in what Mr. Ram Chunder Sen advances, and I certainly think that the village school masters should not be under-paid. The school was open for 269 days during the year. The holidays, including Sundays, were 96, the average number daily absent on leave was 1·6, and the average number sick was 4·7. Steps have been taken to improve the school library. Of the total number of pupils at the close of the year, 80 were Hindús and 53 Mahomedans. There were 89 boarders. Thirty-three had completed their course and were about to undergo examination. The pupils are now taught map and plan drawing, and writing, in a systematic manner. The writing, drawing, and surveying master is Munshi Govind Lal. The head master was good enough to procure some very interesting and curious Hindu Astronomical instruments. These were copied and forwarded to the International Exhibition. Mr. Ram Chander Sen has worked assiduously. I believe that he really takes an interest in his work, and wishes his school to be as perfect as possible. He acknowledges the ready co-operation of his assistants. To Pundit Devi Pershad, of the practising school, I am particularly indebted. In a very short time he has attracted a considerable number of pupils to that school and has taught them well. He has also been most useful in revising and preparing school books, as have other masters connected with the Normal School.

The Normal School for Mistresses.

The training school for Mistresses.

143. This school was closed during the year, as it was generally found impossible to employ the women out of Lucknow. All the eight students received appointments—five in Lucknow itself, one at Mallihabád, one at Mohán and one at Barabunkee. The Mistress sent to Mallihabád has since returned. Mrs. Massih is now Deputy Inspectress of schools in Lucknow. She is very energetic and clever, and likes her work. Steps have been taken to open a Normal class at Golagunj in connection with the school there, so that in the event of any vacancy occurring at any of the 12 Government schools for girls in Lucknow, a new mistress may be supplied. I regret to record the death of one of our school mistresses.

SECTION VI.—Private Schools under Government Inspection.

The statistics of private schools.

144. The statistics of private schools may be thus shown :—

Description of Institutions.		Number of Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
						Rs.	Rs.	
Colleges aided,	1869-70.	2	705	668	576	26729	27530	
	1870-71.	1	730	674	562	27173	35200	
Higher class schools aided,	1869-70.	..	..	..	..	..	..	
	1870-71.	..	..	..	..	..	..	
Middle class schools aided,	1869-70.	24	2177	2341	1737	17529	18972	
	1870-71.	21	2056	2081	1548	16499	18063	
Do. do. unaided,	1869-70.	..	..	..	..	..	..	
	1870-71.	1	68	61	62	..	934	
Lower class schools aided,	1869-70.	23	1342	1361	1135	4078	5430	
	1870-71.	24	1674	1570	1240	4322	5509	
Do. do. unaided,	1869-70.	17	423	454	371	..	1615	
	1870-71.	18	486	477	344	5	2102	
Middle class Female Schools aided,	1869-70.	1	80	41	40	2430	4079	
	1870-71.	1	71	71	53	2880	8125	
Lower class do. do. aided,	1869-70.	10	291	237	193	2693	2726	
	1870-71.	15	316	327	257	2428	4095	
Indigenous schools unaided,	1869-70.	..	..	..	..	..	..	
	1870-71.	507	4257	2912	2699	..	11434	
Total excluding Indigenous schools,	1869-70.	77	5018	5102	4052	53459	60352	
	1870-71.	81	5401	5261	4066	53307	74028	
Total including Indigenous schools,	1869-70.	77	5018	5102	4052	53459	60352	
	1870-71.	588	9658	8173	6765	53307	85462	

Omitting indigenous schools from consideration, for which there were no returns in 1869-70, slight improvement is shown in schools of all grades, excepting middle class schools. The cost to Government shows a slight decrease, whilst the amount expended from private sources has greatly increased. The great increase in private expenditure occurs in schools for girls, and is occasioned chiefly by including a portion of the private expenditure on the zanana mission that receives a grant from Government, and which was omitted from the returns of last year. The percentage of attendance continues to be very good for schools of this kind, and is now 77. Last year it was 79.

Increase of private schools and scholars.

145. The increase of private schools for the past six years appears from the following table :—

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
						Rs.	Rs.	
Private institutions under Government inspection.	1865-66	63	3,687	3,201	2,524	37,741	36,131	
	1866-67	70	3,926	3,743	2,803	45,577	37,986	
	1867-68	73	4,404	4,275	3,143	47,816	49,479	
	1868-69	72	4,852	4,572	3,654	52,286	53,422	
	1869-70	77	5,018	5,102	4,052	53,459	60,352	
	1870-71	81	5,401	5,261	4,066	53,307	74,028	Omitting indigenous schools
		588	9,658	8,173	6,765	53,307	85,462	Including do. do.

146. The existing grants-in-aid are as follows :—

Grant-in-aid Institutions, their names, and increase and decrease.

Number.	Name of institution.	Amount sanctioned up to 31st March 1871.	Amount drawn during 1870-71.	Remarks.
		Rs. As. P.	Rs. As. P.	
1	Canning College, Lucknow, ...	25,000 0 0	25,000 0 0	
2	L. M. Girls' School, Lucknow, ...	4,200 0 0	2,880 0 0	
3	Church Mission School, Lucknow, ...	1,800 0 0	1,800 0 0	
4	Victoria Street C. M. School, ...	780 0 0	780 0 0	
5	Ránikutra do., ...	720 0 0	720 0 0	
6	Nakhás ká pul do., ...	720 0 0	720 0 0	
7	Raja ka Bazar C. M. Girls' School,	816 0 0	552 0 0	
8	Ashrafabad do. do., ...			
9	Yahiyagunj do. do., ...	273 0 0	204 12 0	Ceased to draw the grant from 1st December 1870.
10	Golagunj do. do., ...	279 0 0	278 0 0	
11	Hoseinabad A. M. Boys' School, ...	2,700 0 0	2,650 0 0	
12	Saadutgunj do. do., ...	300 0 0	300 0 0	
13	Sadr Bazar do. do., ...	480 0 0	480 0 0	
14	Hoseingunj do. do., ...	300 0 0	300 0 0	
15	Kashmiri Mohullah do., ...	360 0 0	360 0 0	
16	Noubustah A. M. Girls' School, ...			
17	Nakhás do. do., ...			
18	Malkagunj do. do., ...			
19	Makarumnagar do. do., ...	900 0 0	900 0 0	
20	Chouputia do. do., ...			
21	Hoseinabad do. do., ...			
22	Nagaria do. do., ...			
23	Hoseingunj do. do., ...			
24	Mahona School, ...	480 0 0	327 0 0	
25	Neotni do., ...	360 0 0	351 10 0	
26	Bangermow do., ...	480 0 0	176 0 0	
27	Shunkerpúr Serae School, ...	100 0 0	100 0 0	
28	Futtehpúr do., ...	480 0 0	480 0 0	
29	Zeidpúr do., ...	480 0 0	480 0 0	
30	Ramnagar do., ...	240 0 0	240 0 0	
31	Radowlee do., ...	300 0 0	300 0 0	
32	Ajoodhia do., ...	660 0 0	600 0 0	
33	Bilgram do., ...	960 0 0	360 0 0	
34	Sandilah do., ...	780 0 0	330 0 0	
35	Malláwan do., ...	420 0 0	420 0 0	
36	Sandee do., ...	420 0 0	180 0 0	
37	Gopamow do., ...	240 0 0	158 12 0	
38	Pihanee do., ...	168 0 0	145 0 0	
39	Bawan do., ...	150 0 0	145 0 0	
40	Nawabgunj, Aliabad do., ...	180 0 0	180 0 0	
41	Bulrampúr do., ...	1,560 0 0	1,560 0 0	
42	Paruspúr do., ...	240 0 0	240 0 0	
43	Begumgunj do., ...	144 0 0	96 0 0	
44	Roy Bareilly A. M. Boys' School, ...	996 0 0	913 0 0	
45	Do. do. Girls' do., ...	120 0 0	90 0 0	Ceased to draw the grant from 1st December 1870.
46	Khyrabad do. Boys' do., ...	600 0 0	600 0 0	
47	Muchrhetta School, ...	504 0 0	426 4 1½	
48	Hurgaon do., ...	252 0 0	246 0 0	
49	Lahurpúr do., ...	252 0 0	282 0 0	
50	Maharájnagar do., ...	252 0 0	222 0 0	
51	Tumbore do., ...	252 0 0	239 2 6½	
52	Nimsár do., ...	252 0 0	205 8 0	
53	Kootubnagar do., ...	252 0 0	217 12 9	
54	Painteypúr do., ...	252 0 0	248 4 0	
55	Sekundrabad do., ...			
56	Aligunj do, ...	228 0 0	228 0 0	
57	Kaimara do., ...			
58	Dhowrehra do., ...	114 0 0	60 0 0	
59	Mogulpúra, } Girls' Schools,	*480 0 0	200 0 0	* This being the grant sanctioned for Mrs. Reuther's Girls' School amalgamated with the Fyzabad girls' School was utilized as a special case by the latter from March to July 1870, inclusive, at Rs. 40 p. m.
60	Khurd Mehal, } Fyzabad,			
61	Tandah School, ...	360 0 0	360 0 0	
62	Evening do., Lucknow, ...	750 0 0	675 0 0	
	Carried over, ...	54,386 0 0	50,007 1 5	

Number.	Name of institution.	Amount sanctioned up to 31st March 1871.	Amount drawn during 1870-71.	Remarks.
		Rs. As. P.	Rs. As. P.	
	Brought over, ...	54,386 0 0	50,007 1 5	
63	Mahmoodabad School, ...	1,050 0 0	1,050 0 0	
64	Akownah do., ...	600 0 0	600 0 0	
65	Boundee do, ...	600 0 0	595 0 0	
66	Mooradabad do., ...	150 0 0	150 0 0	
67	Badurqa do., ...	150 0 0	144 0 0	
68	Morâwan do., ...	150 0 0	144 0 0	
69	Baragaon do., ...	180 0 0	180 0 0	
70	Deogaon do., ...	120 0 0	60 0 0	Ceased to draw the grant from 1st Sept. 1870, the school having been converted into a village school.
71	Manickpúr do., ...	120 0 0	120 0 0	
72	Zahur Buksh Bazar Girls' School,...	126 0 0	126 0 0	
73	Zenana Mission Agency, Lucknow,	360 0 0	277 0 0	
74	Punahpúr A. M. boys' & girls' School,	225 0 0	218 0 0	
75	Church Mission School, Huzrutgunj,	53 9 7	53 9 7	
76	Mallihabad School, ..	200 0 0	200 0 0	
77	Chowk Municipal School, Lucknow,	110 0 0	110 0 0	
78	Muftigunj Municipal School, ...	20 0 0	20 0 0	
79	Mahboobgunj do. do, ...	20 0 0	20 0 0	
80	Hoseingunj do. do., ...	20 0 0	20 0 0	
81	Noubustah do. do., ...	20 0 0	20 0 0	
82	Raheemnagar do. do., .	20 0 0	20 0 0	
83	Branch School, Barabunkee No. I.			
84	Do. do. No. II	32 0 0	32 0 0	
85	Do. do. No. III.			
86	Do. Seetapoor No. I.			
87	Do. do. No. II.	40 0 0	40 0 0	
88	Do. do. No. III			
89	Do. Hurdui No. I.			
90	Do. do. No. II.	24 0 0	24 0 0	
91	Do. do. No. III.			
92	Do. Roy Bareilly No. I.			
93	Do. do. No. II.	16 0 0	16 0 0	
94	Do. do. No. III.			
95	Do. Baraich No. I.	12 0 0	12 0 0	
96	Do. do. No. II.	12 0 0	12 0 0	
97	Do. do. No. III.	12 0 0	12 0 0	
	Total, ...	58,828 9 7	54,282 11 0	
	Building Grants.			
	Mahonah School, ..	229 0 0	229 0 0	
	Tumboro do., ...	706 12 9	706 12 9	
	Baragaon do., ...	229 0 0	229 0 0	
	Panahpúr A. M. boys' & girls' School,	350 0 0	350 0 0	
	Total, ...	1,514 12 9	1,514 12 9	
	Furniture Grants			
	Aligunj School, ...	8 5 4	8 5 4	
	Burwar do., ...	5 0 0	5 0 0	
	Total, ...	13 5 4	13 5 4	
	Grand Total, ...	60,356 11 8	55,810 13 1	

The total number at the close of the year was 92, 5 having ceased to draw the grant, *viz* :—

(1) Yahiyagunj C. M. (Girls') School.
(2) Roy Bareilly A. M. Do. Do.
(3) Mogulpúra (Girls') School.
(4) Khoord Mehal Do. Do.
(5) Deogaon School;

And 30 having been added, *viz* :—

Municipal Schools.

(1) Mallihabád School.
(2) Lucknow Chowk School.
(3) Mooftiganj School.
(4) Mahboobganj Do.
(5) Hosseinganj Do.
(6) Noubustah Do.
(7) Raheemnagar Do.
(8) Branch School, Barabunkee, No. 1,
(9) Do. Do. „ 2,
(10) Do. Do. „ 3,
(11) Do. Seetapoor, No. 1,
(12) Do. Do. „ 2,
(13) Do. Do. „ 3,
(14) Branch School, Hurdui, No. 1,
(15) Do. Do. „ 2,
(16) Do. Do. „ 3,
(17) Do. Baraich, No. 1,
(18) Do. Do. „ 2,
(19) Do. Do. „ 3,
(20) Do. Roy Bareilly No. 1,
(21) Do. Do. „ 2,
(22) Do. Do. „ 3,
(23) Nakhas A. M. (Girls') School.
(24) Mukarumnagar, Do.
(25) Chouputia, Do.
(26) Naguria, Do.
(27) Hosseinganj, Do.
(28) Zenana Mission Agency, Lucknow.
(29) Pannahpore A. M. (Boys') and (Girls') School.
(30) C. M. School, Huzrutgunj.

Of the 92, 5 are Government Vernacular Schools.

(1) Bilgrám,
(2) Sandila,
(3) Rudouli,
(4) Ramnagar,
(5) Tandah,

whose English Teachers are paid from grants in aid and Subscriptions; two are Government Vernacular Schools to which additional teachers have

been added from grants-in-aid and Municipal Funds, *viz.* :—(1) Mallihabad, (2) Lucknow Chowk School.

Five are Government Vernacular Schools, *viz.* :—

(1) Mooftigunj,
(2) Mahboobgunj,
(3) Hosseingunj,
(4) Noubustah,
(5) Raheemnagar,

whose teachers are maintained from grants-in-aid and Municipal Funds.

Fifteen are Branch Schools attached to Zillah Schools; their teachers being supported from grants-in-aid and Municipal Funds. They are as follows:—

(1)	Branch School,	Barabunkee,	No. 1,
(2)	Do.	Do.	„ 2,
(3)	Do.	Do.	„ 3,
(4)	Do.	Seetapoor,	No. 1,
(5)	Do.	Do.	„ 2,
(6)	Do.	Do.	„ 3,
(7)	Do.	Hurdui,	No. 1,
(8)	Do.	Do.	„ 2,
(9)	Do.	Do.	„ 3,
(10)	Do.	Baraich,	No. 1,
(11)	Do.	Do.	„ 2,
(12)	Do.	Do.	„ 3,
(13)	Do.	Roy Bareilly,	No. 1,
(14)	Do.	Do.	„ 2,
(15)	Do.	Do.	„ 3,

and 6 are Cess Schools, to which superior teachers have been added at a cost charged partly to subscriptions and partly to grants-in-aid. They are as follows :—

(1) Morádábad
(2) Morâwan.
(3) Badarqa.
(4) Bángermow.
(5) Báwun.
(6) Mánickpore.

Canning College, as compared with similar institutions, not expensive.

147. Last year, the Government of India were pleased to remark on the very expensive character of the education given at aided schools. The Canning College School was especially selected for animadversion. But it was apparently overlooked, that the separation of accounts between the College and School departments was merely approximate. In reality, the private expenditure exceeded the Government Grant. This year I have preferred, in order to prevent any similar misapprehension, to mass the statistics of Canning College, entering in Table IV* the approximate cost of each description of School, forming altogether one College, meeting in the same group of buildings, and managed by one Principal.

* Appendix A.

The returns are massed for each Government College in the North Western Provinces; as, for instance, in the Benares College, the students

were in 1869-70 returned at 645, yet only 29 of these students belonged to the College Department, *i. e.*, were under-graduates, and 160 were students of the purely Sanscrit Department. No attempt was made to show the expense of educating an undergraduate or a Sanscrit Scholar, a high school pupil or a junior student. If, then, the expenditure on all the schools be massed, the cost to Government of Canning College is not very considerable, as may be thus shown :—

Canning College.			Benares College			Agra College.			Bareilly College.			Ajmere College		
Number of pupils	Number of under-graduates.	Cost per pupil to Government.	Number of pupils	Number of under-graduates	Cost per pupil to Government.	Number of pupils.	Number of under-graduates	Cost per pupil to Government	Number of pupils.	Number of under-graduates	Cost per pupil to Government.	Number of pupils.	Number of under-graduates.	Cost per pupil to Government
		Rs.			Rs.			Rs.			Rs.			Rs.
730	56	43	645	29	109	187	Not known	323	237	Not known.	154	239	Not known.	86

This statement is somewhat unsatisfactory, for I cannot ascertain from the last report what were the number of under-graduates at the Agra, Ajmere, and Bareilly Colleges. But the following statement seems to show that neither the College nor Upper School Department of Canning College are at all inferior to the Colleges of the North Western Provinces.

Statement of students who passed the various University examinations in 1870-71.

College.	Year.	M. A.	B. A.	F. E. A.	Entrance.	Total.
Agra, ...	1870-71.	1	3	6	7	17
Bareilly, ...		0	0	5	18	23
Benares, ...		2	1	5	14	22
Ajmere, ...		0	0	0	5	5
Canning, ...		0	1	6	18	25

The scholastic status of the Canning College not being below the position of the Colleges of the North Western Provinces, it would seem, that at this aided institution, the cost to Government of educating each pupil is one-fourth of that of Benares College, one-eighth of that of Agra College, nearly one-fourth of that of the Bareilly College and half of that of Ajmere College, which in scholarship is below par.. Perhaps, then, the Canning College will not be deemed an expensive institution.

148. At middle class aided schools, the cost to Government of educating each pupil is *Rs. 7-14 10 per annum. In Oudh, at purely Government Anglo-Vernacular middle class schools the cost to Government of educating each pupil is Rs. 9-3-7. I have compared the cost of the middle class aided schools with those of the Government Anglo-

Middle class aided schools too expensive.

* The unaided school Bhinga is omitted.

Vernacular schools, as in all the former English is taught. In this class of schools more economy is evidently necessary. The schools that are the most expensive, are those of the * American Mission, Lucknow, which costs Government Rs. 27 per pupil; Akownah, which costs Government Rs. 10 per pupil, and Bulrampúr, which costs Government Rs. 10-13-0 per pupil. At the two former the grants have been reduced. Reduced grants have also been given to two of the Anglican Church Mission Schools, Lucknow, and to the American Mission School at Khyrabad. It may be necessary to reduce the grant to the Roy Bareilly American Mission School and to the Bulrampúr, School.

* The Hoseinabad school.

Lower class aided schools for boys, their cost to Government.
* The unaided schools are omitted, in table para. 27 they are included.

149. Here the cost of educating each pupil is * Rs. 2-12-0 to Government. In village schools, the cost of educating each pupil is Rs. 3-4-7. But the education given at many of the lower class aided schools is far superior to that given at most village schools. So the extra expense may be condoned.

Lower class aided schools for girls, their cost to Government.
* Omitting the Martiniére aided middle class school for girls.

150. The cost of educating each girl who attends a Government school, is Rs. 3-12-10 per annum, whilst the cost to Government of educating each girl at an * aided school is Rs. 7-6-9. This average is rendered higher than it would otherwise be by including the Zenana Mission.

SECTION VI. A.—A. Canning College.

Canning College, A.

151. The report of the Principal is for the Calendar Year 1870. It will be found in Appendix E.

The progress made has been considerable. In paras. 41 and 42, the number of students who passed the University Examinations, has been recorded. The strength and cost to Government of the College Department and ancillary schools may be thus shown :—

	Pupils in March 1870.	Pupils in March 1871.	Increase.	Decrease.	Cost to Government in 1869-70.	Cost to Government in 1870-71.	Remarks.
College Department, ..	38	56	18	..	7,631	*12,985	* The apparent increase is a mere matter of account, the school department showing a corresponding decrease. Last year most of the *general* expenditure was debited to the school.
Upper school, ..	506	296	13	..	16,956	8,390	
Lower school, ..	...	223				2,974	
Oriental Department,..	161	155	..	6	2,140	2,822	
Total, ...	705	730	31	6	26,727	27,171	

The slightly increased cost to Government is owing to an increase in the scholarship expenditure. In para. 40 and in Appendix D. some mention is made of the proposals that were made to place this college on a somewhat similar footing to the Elphinstone College and High School, Bombay, reserving the interest and influence of the T'alukdárs. The propositions were negatived.

This department is still arranged according to the native system. There is now no proper classification; boys in the same class reading different books. In January 1870, Mr. Handford proposed to re-arrange the Oriental Department, classifying the pupils and arranging the text books. His proposals were negatived by the Ta'lukdárs. The Oriental Department.

The Acting Principal, Mr. M. J. White, M. A., has been good enough to furnish me with a statement of the books read in the Oriental Department :—

Sanscrit Department.

I. "There are two classes in this department :

"First Sanscrit class, 18 Students.

"The following books are read in this class —

1. "Shavdendushekhar-Grammar, by Nagogivatta. Commentary "on Sidhántakaumudi, Discussion of the rules of Sidhántakaumudi, and "analysis of words. Two Students.

2. "Mitakshara, by Bigna- "neshwar,	Hindu Law, Law of Inheritance, Contracts, &c. Two Students.
3. "Kavyaprakasha, by Ma- "mata bhatta,	Rhetoric. Two Students.
4. "Sidhanta-kaumudi, by "Vattoji Dikshita,	Standard work on Grammar. In this, the rules of Panini have been classified and arranged. Nine Students.
5. "Bhasha Parichheda, by "Bishwanath. Muktavali, com- "mentary on the above.	Logic. Seven Students.
6. "Laghu-kaumudi, by Va- "radaraj.	Elementary Grammar. Two Students.
7. "Saraswat, by Anuvuti,	Introduction to Grammar. One Student.
8. "Durgastava,	Praise of the goddess Durga, being Extracts from Markandya Purána. One Student.

"No History, Geography or Arithmetic.

II. "Second Sanscrit class. 26 Students.

"Books read in the class :—

1. "Rijupath, Part III. Simple lessons in Sanscrit, Extracts from "Hitopodesh, Mahabharat and Kishnupurana. Five Students.

2. "Upakramanika—Introduction to Sanscrit Grammar in Hindí. "Nine Students.

3. "Saraswat.—Introduction to Grámmar in Sanscrit. Three "Students.

4. "Shigrabodha—Introduction to Astrology. Three Students.

a. "History of Hindustan, in Hindí. One Student.

b. "Arithmetic in Hindí, *Lilavati* in Sanscrit.

c. "Euclid—Proposition VIII., Book I. Two Students.

d. "Geography—Asia, Europe. Eleven Students."

The Arabic and Persian classes.

There are four divisions amongst the Arabic and Persian Students. It would mislead to call these divisions classes. The Arabic divisions are placed under two Moulavies whose salaries are equal. One Moulavi is a Shíah and the other a Sunnee. "The classes are exactly on a par, "any slight difference being accounted for by the differing tastes and "predilections of the Moulavies themselves."

Arabic.

"The studies of the pupils are as follows :—"

First Class—Shiahs.

This class read Grammar, Literature, Logic, Rhetoric, Metaphysics, Astronomy, (the old system), Geometry (Euclid according to Nusseer-ood-deen Toosi), Arithmetic. The Curriculum is variable, but the following are the usual text-books :—

GRAMMAR.

1. (Etymology) :—Meezan, Moonshaib, Punjgunge, Surf-i-Mir, Dustoor-ul Moobtadi, Fusool-i-Akbari, Sháfiah.

2. (Syntax) :—Nahv-i-Mir, Hidayut-oon-Nahv, Sharh Met-o-amil, Kafiah, Sharh Jami.

3. Literature and language :—Nufhut-ul-Yaman, Nawadir-i-Kalyoobi, Ujb-ul-ujub, Aorak-ooz-Zaháb, Zill-i-Mamdood, Mokamát Hureeri, Motanabbi, Hammasa. (The last three are Arabic poems).

4. Rhetoric :—Mookhtasar-i-Máni, Mutawal.

5. Logic :—Súghra, Kúbra, Isaghojee, Kál-a-kool, Meezan-i-Muntik, Shurh-i-Tahzeeb, Kootbi, Meer, Sharh Súllum by Hussan, Do. by the Kazi Mubaruk, Do. by Hamdoollah, Sharh Tahzeeb of Moollah Jalál, Meer Záhid's commentary on Do ; Do's. commentary on Kootbyah.

6. Metaphysics (including physics) :—Maibuzee, Sudra, Shums-i-bazigha, Shurh Mawaqif, Meer Zahid's commentary on Do.

7. Astronomy :—Shurh Chagmani, Tushreeh-ul-Aflak, Koushjeah.

8. Geometry :—Euclid according to Shaikh Nusseer-ood-deen Toosi's text and commentary.

9. Arithmetic, Khoolasut-ool-Hisab, Mubadi-ool-Hisab, Zubdat-ool-Hisab, (the first is old and Arabic, the last two are modern and Urdu text-books.)—Geography and History are not taught.

First Class—Sunnis.

Arabic.

The same as in the other class with the exception of Arabic Literature and language, which has not hitherto been taken up in this class—Geometry and Arithmetic as above.

The first Persian class use the following text books :—Persian Prose : Towkeeat-i-Kisra, Táríkh-i-Imaduṣ-Sáadut (History of Oudh), Gúlistán, Nigár Dánísh. Persian.

Persian letter-writing :—Tahir Waheed, Abool Fazl, Zahur-ul-Insha, Rukaat-i-Alumgeeri, Insha Madhoram.

PERSIAN POETRY.

Sikandar Namah, Bostan, Yousuf and Zuleekha, Masnavi Ghuneemut, Sihr Hálál.

Persian readers and word books :—Mufídnamáh, Amud Namáh, Sifwatúl Masádir, Khálik Bárí, Karímáh, Mamúkímáh. Excepting the Táríkh-i-Imádús Sáadut (History of Oudh), no other historical work is taught. No Geography or Arithmetic is learned.

The second Persian class.

This is properly a Persian Urdú class. The books read are :—

Persian Prose, Gúlistán, Nigár Dánísh.

Persian letter-writing, Dustúr-ús-Sibyán ; Dustúr-úl-Maktúbát.

Persian reading and word books :—

Karimá, Mámúkímá, Sifwat-úl-Masádir, Tushríh-úl-Hurúf.

Urdú, *none at present.* But Táríkh-i-Hind, Fasáná Ajáíb, Inshá Urdú, Bágho Bahár, &c., used to be taught. No History, Geography, or Arithmetic were formerly taught, but just now Arithmetic has been commenced.

152. Mr. Handford proposed the following alterations in the staff, and remarked that if he were to establish the Oriental Department, *de novo,* he should not propose the same salaries. He did not, however, consider it expedient to interfere with the salaries then enjoyed. Proposed alteration in the staff of the Oriental Department by Mr. Handford.

Department.	Number of classes contemplated.		Present staff.	Proposed staff.
	This year.	Eventually.		
Sanscrit, ...	3	7	Pundit Gungádhur, ... Rs. 50. „ Magan Lál, . „ 50.	Pundit Gungádhur, ... Rs. 50. „ Magan Lál, ... „ 50. Third Teacher, ... „ 10.
Arabic, ...	4	4	Moulví Fazl Ullá, ... „ 50. „ Alí Naqí, ... „ 50.	Moulví Fazl Ullá, ... „ 50. „ Alí Naqí, ... „ 50. Third Teacher, ... „ 20. Fourth „ ... „ 15.
Persian, ...	4	4	„ Zahir-ud-dín, ... „ 50. „ Gholám Hosein, „ 20.	Moulví Záhir ud-dín, „ 50. „ Gholám Hosein, „ 20. Third Teacher, ... „ 15. Fourth „ ... „ 10.
			Total 6 Teachers, ... Rs. 270. Increase, ...	Total 11, ... @ Rs. 340. Rs. 70, per mensum.

153. The curricula that Mr. Handford would have introduced are given below :— Proposed alteration in the curricula by Mr. Handford.

(I).—SANSCRIT DEPARTMENT.

Scheme of Studies for Seven Years.

First Year.

Reading.—Hindí, Vidyánkur.
Sanscrit, Upakrámaniká (Grammar.)
„ Rijupát, Part I.
Arithmetic.—First four Rules (Hindí.)
Geography.—Asia (orally from Map.)

Second Year.

Reading.—Sanscrit, Sidhánta Káumudí Sandhí (Grammar.)
„ Rijupát, Part III.
Arithemetic.—Compound addition, &c., Fractions (Hindí.)
Geography.—Hindústán and Europe (Hindí.)

Third Year.

Reading.—Sanscrit, Sidhánta Káumudí, Declensions.
„ Raghubansa, first half (Poetry.)
„ Uttara Rám Charita or Ratnavalí (Poetry.)
Arithmetic.—Rule of three and square roots (Hindí.)
Euclid.—Book I., (Hindí.)
Geography.—Africa and America (Hindí.)
History.—History of India (smaller one) (Hindí.)

Fourth Year.

Reading.—Grammar, Sanscrit, Conjugations (Sidhantá Káumudí.)
Poetry „ Raghubansa, second half.
„ „ Bharaví.
„ „ Sakuntalá.
Sciences.—Logic, Tarka Sangraha.
Arithmetic.—Whole (Hindee.)
Euclid.—Books II. and III. (Hindí.)
Geography.—Whole (Hindí.)
History.—History of England (Hindí.)

Fifth Year.

Reading.—Sanscrit Grammar, Affixes (Sidhánta Káumudí.)
„ Poetry, Mágha Kávya.
„ „ Naishadha, first half.
„ „ Mudra Rákshasa.
Sciences.—Rhetoric, Kavya Prakásh, first half,
Logic, Muktabalí.
„ Bhashá Parichheda.
Euclid.—Six books (Hindí.)
Algebra.—First Four Rules (Hindí.)

Sixth Year.

Reading.—Sanscrit Grammar, Sidhánta Káumudí (whole.)
„ Poetry, Naishadha, second half.
„ „ Megha Duta.
„ „ Kádambarí, first Part.

Sciences.—Rhetoric, Kavya Prakásh (whole.)

Philosophy.—Sankhya Tatwa Kaumudí and Vedánta Sutra.

Algebra.—To equations (Hindí,)

Mensuration.

Seventh Year.

Reading.—Sanscrit Grammar, Manorama.
„ „ Mahábhashya.

Sciences.—Metaphysics, Shankar Bháshya
„ Baishaka Darshan.

Law.—Mitaksharú.

General knowledge of Natural Philosophy.

(II).—ARABIC DEPARTMENT.

SCHEME OF STUDIES FOR FOUR YEARS.

Fourth Class.

Reading.—Mizán, Múnsháib, Surfmír (Arabic Grammar in Persian.)
Obeydoolláh's Arabic Reader No. 1.

Arithmetic.—First Four Rules.

Geography.—Asia, generally, orally from Map.

Third Class.

Reading.—Nahv-i-Mír (Grammar in Persian,)
Hidáyat-ul-Naho (Arabic Grammar.)
Obeydoolláh's Reader, Part II., and Ikhwanus-safá.

Science.—Sooghra and Koobra (Logic in Persian.)

Arithmetic.—Proportion and Fractions.

Euclid.—Book I.

Second Class.

Reading.—Sharah Moolla (Grammar in Arabic.)
Foosool-i-Akbarí (Grammar in Persian.)
Selections from Nafhat-ul-Yaman and Ujub-ul-Ujáib,

Science.—Tahzeeb and Kootbee (Logic.)
Mahbudi, (Physics.)
Mukhtasar-i-Maani (Rhetoric.)

Algebra.—To equations.

Euclid.—Books I. and II.

First Class.

Reading.—Kasaid-i-Saba Moollaka.

Diwan-i-Mootnabbi, ... } B. A. Course.
Mooqamát-i-Hariri. ... ... }

Science.—Mookhtasar-i-Maani, or Mootawal (Rhetoric.)

Sharah Soollum, Qudra, Meer Zahid (Logic and Metaphysics.)

Algebra.—From Equations.

Euclid-Books I. to IV.

PERSIAN DEPARTMENT.

Scheme of Studies for four Years.

Fourth Class.

Persian Reading.—Persian Series No. 3, Cap. Lees.

Arithmetic.—Addition and Subtraction (in Urdu.)

Geography.—Asia, generally, orally from Map.

Writing and Spelling and Dictation.

Translation from Persian to Urdu and *vice versa.*

Third Class.

Persian Reading.—Nigár Danish (Prose)—Bostan (Poetry.)

Arithmetic.—First Four Rules (in Urdu.)

Geography.—Asia, Europe and India as in fourth class.

Writing, Spelling and Dictation.

Translation from Persian to Urdu and *vice versa.*

Second Class.

Persian Reading.—Ruqaati Alamgiri (Letters.)

Sikandar-namah (Poetry.)

Arithmetic.—Vulgar and Decimal Fractions, Compound Rules.

Geography.—As in third class, with Africa fully.

Writing, Dictation and Composition particularly.

Translation from Persian to Urdu and *vice versa.*

First Class.

Persian Reading.—Tauqiyat-i-Kisra (Prose.)

Kasaid-i-Urfi (Poetry.)

Arithmetic—Single and Double Rule of Three, Square and Cube Roots.

Geography.—The Four Quarters and India fully.

Writing Letters.

1st and 4th hours Reading.

2nd hour Arithmetic.

3rd hour Geography.

5th hour Writing and Spelling.

As the matter was so recently under discussion, and the proposals were not entertained, I have not thought fit to re-open the question, but I believe the Oriental Department of the Calcutta Madrassa is about to undergo re-organization. The changes adopted there, may perhaps be beneficially introduced, hereafter, in Oudh.

154. The establishment of the Wards' Institution is as follows :— The Wards institution in connection with Canning College.

1 Governor, ...	Rs. 250	per mensem.
1 Clerk, ...	„ 50	per „
1 Medical attendant, ...	„ 35	per „
1 English tutor, ...	„ 25	per „
1 Sanscrit, ...	„ 25	per „
1 Persian, ...	„ 25	per „
1 Gymnastic Master, ...	„ 30	per „
Menial servants, ...	„ 135	per „
Total Rs.	575	

Thus, the total monthly expenditure is Rs. 575. The governor is Bábú Anund Lál Roy. There are 12 wards, and 14 boarders at this institution. Of these 26 inmates, 7 are Mahomedans, 5 are Brahmuns, 12 are Kshatryas and 2 belong to other castes. Since the establishment of the institution, 5 of the boarders have passed the Entrance Examination, and two of them have proceeded to their F. E. A.

SECTION VI. B.

B.—Aided Private Schools of the Middle Class.

155. The Statistics of these Schools may be thus shown :— The Anglican Church Mission Schools.

Name of School.	No. of pupils.	Average Attendance.	Fee Collections.	Government Grant.	Total Cost.	Cost to Government of educating each pupil.			Remarks.
			Rs.	Rs.	Rs.	Rs.	A.	P.	
Main School, ...	267	131	275	1,833	4,800	7	0	0	
Ranee Kutra Branch, ...	81	67	60	720	840	8	0	0	
Nakhas ka pul Branch,	86	65	62	720	842	9	0	0	
Victoria Street Branch,	134	101	87	780	1,560	5	0	0	
Total, ...	568	424	484	4,053	8,042	7	0	0	

The Schools are all supported by the same society from the same funds, and should the private expenditure on any particular school not equal the Government grant for that school, the balance is spent on some of the other ancillary schools, and thus the proportion between private expenditure and public aid is for the most part preserved. But it has been represented to the manager of these schools, that the Ranee Kutra and Nukhas ka pul branches are much too expensive, and the grant for each school has, with his consent, been reduced from Rs. 60 to 35 There is thus a saving of Rs. 50 monthly. This reduction only came into effect

from the 1st of April, so it has not affected last year's returns. The cost to Government per pupil has, indeed, slightly increased since 1869-70. The schools are inferior to Government High Schools and superior to the majority of Government Middle Class Anglo-Vernacular Schools. The cost to Government for educating each pupil at Middle Class Anglo-Vernacular Schools is Rs. 9-3-7. So that the managers of the Anglican Mission Schools should aim at reducing the cost of education to Government at their schools to *at least* half this amount. This may be effected either by increasing the attendance or diminishing the grant. Three of these schools were visited and examined by me during the year. A fair middle class education I found to be given, and the pupils generally were, perhaps, of average attainments. The average attendance at all the schools is about 75 per cent, of the number enrolled. The schools were visited by me in August.

The American Mission Schools.

156. The state of these schools may be thus shown :—

Name.	No. of Pupils.	Average Attendance	Fee Collections.	Government Grant.	Total Cost.	Cost to Government of educating each pupil.	Remarks.
			Rs.	Rs.	Rs.	Rs. A. P.	
Hoseinabad Main School, Lucknow,	101	76	132	2,674	5,934	27 0 0	
Saadutgunj Branch School, ...	54	42	46	300	628	5 14 0	
Sadr Bazar School,...	98	63	143	480	1,000	5 13 0	
Hussungunj School, ...	61	38	55	300	693	5 12 0	
Cashmiri Mohulla,...	90	66	61	360	860	4 0 0	
Total, ...	404	285	437	4,114	9,115	11 0 0	
Khyrabad, ...	80	56	96	600	1,296	6 5 0	
Roy Bareilly,...	95	75	100	913	1,879	8 12 0	

The table discriminates between those in Lucknow and those at Roy Bareilly and Khyrabad. The Lucknow schools are, if regard be paid to the kind of education given and to the average number of pupils enrolled, far too expensive. The charge of Rs. 27 per pupil at the main school is actually greater than the average cost to Government per pupil for education at a High School. At this school, accordingly, the grant has been reduced from Rs. 225 per mensem to Rs. 175. A reduction to Rs. 150 per mensem was recommended, but the Chief Commissioner thought that time should be given to the Manager to make such arrangements as would improve the status of the school. The pupils at all the American Mission middle class schools in Lucknow have slightly increased in numbers since last year. The percentage of average attendance is, at the main school, 76, at Saadutgunj 82, at Sadr Bazar 76, at Hussungunj 73, and at Cashmiri Mohulla 73. I should like to see it higher, especially at the Cashmiri Mohullah school, which is, perhaps, the best of the branches. The Cashmiri Mohullah, Saadutgunj and Hoseinabad schools were examined by me at some length. The boys at Cashmiri Mohulla, I found very intelligent and prepossessing in appearance. They answered well.

At the main school, the classification is good, but I should say that no scholar will be able to pass the University Entrance Examination for the next two years.

157. When I visited the school in March, I found only 23 present out of 58 enrolled. It was, however, the Holi time. The Khyrábád Aided School.

The great majority of boys at this school are Hindús, the Mahomedan scholars being very few indeed. The highest class had not, in March, advanced beyond the third English book and neither wrote English nor Urdú well from dictation. The second class had but commenced the first English book, and only one boy in this class worked a simple multiplication sum.

The pupils also were but indifferently acquainted with the Vernacular. The number enrolled has fallen from 107 to 80, and the average attendance from 72 to 56. Last year there were 23 Mahomedan scholars, now there are 5! The fees have fallen from Rs. 186 to 96! To such a school, it was, of course, impossible to continue to pay the same grant as formerly. Accordingly, with the assent of the Manager, the grant has been reduced from Rs. 50 to Rs. 35 per mensem.

158. This school and its branch now contains 95 boys. Last year, there were 103 pupils enrolled. The fees have decreased from Rs. 123 to Rs. 100. When I visited the school, in November, there were present at the main school, out of 68 enrolled, only 45 boys! I found the first class boys hardly equal to the fourth class of a High School in English reading. In spelling, writing and in arithmetic the pupils were not advanced beyond the fifth standard. There were but four classes. The Roy Bareilly American Mission school.

Mr. Thomson examined the school in February and found it not "so well taught nor so far advanced" as in the previous year. I thought the head master too highly paid and proposed to reduce the grant. But since my visit, a Missionary has become resident at Roy Bareilly, and under his superintendence the school may improve, and render a reduction unnecessary. But I agree with the Inspector in thinking that this school, so near as it is to the High School, will not, unless very well managed, command much success.

AIDED SCHOOLS SUPPORTED BY NATIVE GENTLEMEN.

(1.) Bulrampúr.
(2.) Mahmoodabad.
(3.) Neotni.
(4.) Boundi.
(5.) Akonah.

159. This school is supported by the Mahárájá of Bulrampúr. There are 153 boys enrolled of whom 81 learn English. Last year, there were 140 enrolled of whom 71 learned English. The average attendance has increased from 95 to 98, but is still very poor being only 67 per cent. of the average number enrolled. The Bulrámpúr School.

The cost to Government of educating each pupil is Rs. 10-13-0 ; last year it was Rs. 11. It is still too high. The fee collections have risen from Rs. 80 to Rs. 161, or have doubled. The late head master resigned his appointment in August last and was succeeded by Pundit Vishwanath, one of the assistant masters at Canning College and a matriculated student. Between the resignation of the late head master and the appointment of Pundit Vishwanath, there was an interregnum, when the private Secretary of the Mahárájá officiated as head master. The school is now arranged after the scheme for zillah schools and contains a Persian and Sanscrit Department.

The classification of the pupils is as follows:—

Class.	1	2	3	4	5	6	7	8	Total.	Persian Dept.	Sanscrit Dept.	Grand total.	
1869-70	...	...	5	11	12	12	22	58	120	12	8	140	
1870-71	*5	5	10	11	11	17	25	55	139	8	8	155	*Includes two pupil-teachers.

The number of boys in the lowest class, namely, 55 out of 139, is very large, but there is improvement since last year, when the number was 58 out of 120.

The head master seems to me to be a zealous, painstaking man, and I hope the school will progress under his management. His first assistant is also a matriculated student. His second assistant was absent on leave when I visited the school. He is a Rajpút. The first and second classes consist of too few pupils. But the students desire to matriculate, and I did not think it right, when I visited the school in January, to discourage them by amalgamating the classes. Indeed, any such amalgamation would not have increased the strength of the first class, for the first class pupils would have ceased to attend.

The school-house was built by the Maharaja. It was opened in October last. It is a substantial building, and in January last improvements were being made.

The terrace about the school-house is incomplete. The head master, in his report, mentions that the usual school furniture has been provided, and that it is proposed to establish a library, in connection with the school after the plan of the libraries belonging to zillah schools. It will have been noticed that there are five boys now in the Entrance class. In January last, the pupils were all, I thought, somewhat backward in the English text books. I formed the opinion that two of them certainly could not pass this year, and of the remaining three I was doubtful. In Euclid, Algebra and English dictation, three boys did well. The second and third classes passed a fair examination, the fourth and fifth classes

failed in the Vernacular, but the fourth class read their English text book clearly and correctly. The sixth and seventh classes did well. The eighth class cannot yet read.

The Mahmúdábád school.

160. This school was established in 1868 by Rájá Amír Hussan Khán. It now numbers 138 pupils. There has been a considerable falling off in the numbers during the year, but the classification is slightly improved.

Years.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70	..	14	14	30	106	164
1870-71	6	8	11	35	78	138

There are, thus, 78 pupils out of 138 unable to read. Last year, the proportion of non-readers to readers was 106 to 58. The cost to Government of educating each pupil has fallen from Rs. 8 to rather less than Rs. 7. The Inspector considers it the best of the aided schools supported by Native gentlemen in his Circle.

I may mention that an Arabic Department forms a part of this school.

Neotni Aided School.

161. Since the close of the year, the Patron has written to say that he can no longer continue his subscription for the support of this school. It will be necessary, as Neotni is a place of considerable population, to open a Vernacular school here, and I have asked the Patron to give a small sum for its support. At the close of the year, there were but 16 pupils learning English, and the cost to Government of educating each pupil was Rs. 6.

Boundi.

162. Mr. Thomson thinks that this school has made creditable progress, but I observe that, at the close of 1869-70, there were 76 boys enrolled; there are now 70 pupils, and the average attendance has fallen from 62 to 54. The cost to Government of educating each pupil has risen from Rs. 7-5-0 to Rs. 8-4-0. The classification is as follows:

Class.	First.	Second.	Third.	Fourth	Fifth.	Total.
Pupils, ..	...	7	13	28	22	70

There are two few boys in the second class.

Akounah.

163. This is a very poor school, and the cost is very great. The grant-in-aid has been reduced. Akounah is not a place of great population, and I do not know that it was wise to have opened an Anglo-Vernacular school here. The school is partially maintained by the Mahárájá of Kappúrthala. The attendance is miserably poor, and the pupils are not advanced. The school-room is tolerably commodious and well

furnished. The reduction of the grant will cheapen the school, and as the masters have lost a portion of their pay, the loss may induce them to work harder than heretofore. But other changes are necessary, and I shall put myself in communication with the school manager.

B.—Middle class schools partially supported by general subscriptions.

1. Mulláwan.
2. Futtehpúr.
3. Zeidpúr.
4. Ajúdhia.

Mulláwan.

164. It was found necessary to remove the head master of this school. There are 134 boys enrolled and the average daily attendance during the year was 115. This is particularly good. The cost to Government of educating each pupil is only Rs. 3 ; it is thus the cheapest school of its class in the whole of Oudh. The classification has much improved since last year. It is as follows :—

Years.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1868-69	5	12	14	38	70	139
1869-70	11	19	16	24	64	134

Futtehpúr.

165. There are 75 boys at the school and the average attendance was 67 during the year under review. The cost to Government of educating each pupil is Rs. 6-10-0. The returns are not so good as those of last year. The classification has also much deteriorated.

Years.	First.	Second.	Third.	Fourth.	Fifth.	Total.
1869-70	10	10	21	17	21	79
1870-71	7	14	10	13	31	75

At the last September examination, all the classes of the school did exceedingly well. A good many indigenous schools have been opened in Futtehpúr. At these indigenous schools Persian is taught after the native fashion, and boys that otherwise would have joined the aided school, have, in preference, chosen to attend these venture schools. The Committee of management are very energetic, more especially the members, Rájá Tajammul Hossain Khán, Rájá Surubjeet Singh and the Tahsíldár, Nowbut Rai. The head master speaks well of the conduct of his subordinates. And Rájá Tajammul Hossain Khán and Nowbut Rai, Tahsíldár, are favourably mentioned by the Deputy Commissioner.

The school was visited by the Chief Commissioner during the year, and he wrote favourably of its condition.

The Zeidpúr Aided School

166. The numbers have increased from 59 to 71. The cost to Government has fallen from Rs. 7 9-0 to Rs. 6-2-0. At the last September examination, the school did well. The classification has hardly improved.

Years.	First	Second.	Third.	Fourth	Fifth.	Total.
1869-70	8	5	10	15	21	59
1870-71	7	7	11	14	32	71

The fee collections have decreased. No explanation of this decrease is afforded. The school-house is said to require repairs. Zeidpúr is a very populous town, and the school ought to contain many more pupils. But a considerable proportion of the people are, it is represented, either Syuds or weavers. The latter do not care to educate their children. The former club together, and maintain their own private schools. The T'alukdárs at Zeidpúr are said not to interest themselves in the school.

Ajoodhia.

167. The Inspector says:—

"The steady hard work of Munshí Debi Singh has, in several respects, improved this school." There are now 123 enrolled; last year there were 125: 75 are in the Anglo-Vernacular Department and 48 in the Sanscrit Department. The average daily attendance has risen from 63 to 66 per cent. of the number registered. It is thus still very poor. The fees have increased considerably and are now Rs. 101-15-0 in place of Rs. 66-12-9 in 1869-70. The classes are as follows:—

Years.	First	Second.	Third.	Fourth.	Fifth	Sanscrit
1869-70	11	11	15	22	16	48

The Sanscrit Department is after the indigenous fashion, and some of the students are adults.

THE EVENING SCHOOL, LUCKNOW.

The Evening School, Lucknow, for adults.

168. This school was established in 1867. Its constitution was fully described in the report for that year. A grant was originally given of Rs. 100 per mensem; subsequently the grant was reduced to Rs. 75, and during the year under review the grant was again reduced to Rs. 50. The number of students has declined year by year. At the close of 1867-68 there were 93 pupils; in March 1869 there were 80 pupils; in March 1870 there were 62 pupils; and in March 1871 only 40 pupils. I do not attribute the decrease to fault in the management. But I am rather inclined to think, that many at first joined the school in the hope of acquiring, in a short time and with great ease, a considerable acquaintance with English, such an acquaintance as would lead to their employment or promotion But to learn English is not an easy task for an adult engaged all day in official business and able to devote only a few hours every evening to study. Pupils, accordingly, became discouraged and ceased to attend. The school fee varying from Re. 1 to Rs. 5 is also paid with difficulty.

The reduction of the grant necessitated a reduction in the staff of teachers, and one class was closed. There are now three classes. Only English and Arithmetic are taught. The pupils do not care for other studies. They desire, above all things, to acquire English. However, a good deal of incidental information is contained in the reading books, and all allusions to historical events or personages and to geography, &c., are carefully explained.

For the rest, the average number of pupils enrolled during the year was 51, the daily attendance 33, and the percentage of attendance was 64, Rs. 1,490 were spent, and of this sum Rs. 675 were given by Government. The average cost to Government of educating each pupil was about Rs. 13-3-0. Last year it was Rs. 13-12-0. The Committee of management meet monthly, and their proceedings are recorded. Since the establishment of the school, several pupils have obtained fairly lucrative appointments. I visited the school and examined the two higher classes. The school I found conducted in an orderly manner. The highest class were reading selections from Addison's Spectator, and the translation of many of the pupils was particularly good.

Bhinga Unaided Middle Class School.

169. This school is entirely supported by the Rájá of Bhinga. It cost, during the past year, Rs. 934. The teaching staff cost Rs. 67 monthly. There is an English master, an Urdú master, and a Hindí teacher. The school was visited by the Deputy Commissioner, Mr. Sparks, and the Commissioner of the Fyzabad Division, Colonel J. Reid. I append the remarks of the latter. They are interesting.

"Visited the school (Ramjee-mul, Master) in company with Mr. "Sparks. The school is supported entirely by the Rájá, who is himself "a well educated Native gentleman and his zeal in the cause of education "is highly creditable to him. The school is in a very fair building, but "a superior school-house of a more permanent character is now being "constructed.

"The present Head Master has very lately joined. There are 72 "boys on the Register. We examined the boys in reading Urdú and "English, and the first class in accounts. The boys acquitted themselves "fairly and seemed to have been carefully taught and generally to under-"stand what they read."

The number of boys now at the school is 68, and the average attendance during the year was 62. Of the pupils enrolled, 27 learn English, 47 Urdu, and 25 Hindí. Nineteen of the scholars are Brahmuns, 11 Kshatryas, and 31 Vaysias or Kayuths. Only two boys are Mahomedans, all the rest are Hindús. 13 are children of zemindárs or lumbardárs. As this is the only Anglo-Vernacular School in Oudh supported entirely by a native gentleman, I recommend the Rájá to the favourable notice of the Chief Commissioner.

SECTION VI. C.—C. Lower Class Aided Schools.

Lower Class Aided Schools for Boys, C.

170. There are 24 lower class schools but some of them belong to the grade of Vernacular middle class schools. Those that should be so graded are Pihani, Muchhretta, Lahurpúr, Puruspúr, Mahona, and others

that I have not yet seen. The comparative progress at schools of this kind may be thus shown :—

Years.	Schools.	Pupils.	Average attendance.	Total cost to Government.	Cost to Government of educating each pupil.			
				Rs.	Rs.	A.	P.	
1869-70	23	1,342	1,135	4,077	2	15	11	
1870-71	24	1,674	1,240	4,321	2	12	0	

There has been improvement. None of the schools require particular notice. I saw and was satisfied with the state of the schools of Pihani, Paruspúr and Mahonah, Muchhretta, Hurgaon and Laharpúr, I hope to improve. The Baragaon school, supported by Mirzá Abbás Beg, is much improved, and next year a suitable school-house will be built. The Patron expressed to me his satisfaction at the improved state of his school.

SECTION VI. D.—D. Lower Class Unaided Private Schools.

171. The accompanying table gives the general statistics of these schools :— Lower Class Unaided Schools for Boys, D.

Years.	Number of Institutions.	Number of pupils on rolls at the close of the year.	Average attendance during the year.	Total Cost.				Cost of educating each pupil.				Remarks.
				Rs.	A.	P.		Rs.	A.	P.		
1869-70.	17	423	371	1615	4	6		3	8	11		
1870-71.	18	486	344	2107	7	6		4	6	8		

11 of the schools belong to the Rájá of Bulrámpúr, 5 are in Kheree, one in Gondah and one in Lucknow. They require no particular mention. The liberality of the Mahárájá of Bulrampúr is beyond praise.

SECTION VI. E.—Private Schools for Girls (Aided.)

172. The customary statement is as shown below. E. Private Female Schools, Aided.

Years.		Number of Institutions.	Number of pupils on rolls at the close of the year.	Average attendance during the year.	Total Cost.				Cost to Government.				Cost of educating each pupil. Total Cost.				Cost of educating each pupil. Cost to Government.				Remarks.
					Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		Rs.	A.	P.		
Middle Class Girls' Schools.	1869-70.	1	80	40	6,508	14	3		2,430	0	0		158	12	0		59	4	3		
	1870-71.	1	71	53	11,005	7	11		2,880	0	0		155	0	1		40	9	0		
Lower Class Girls' Schools.	1869-70.	10	291	193	5,419	10	11		2,693	9	7		22	13	10		11	5	10		
	1870-71.	15	316	257	6,522	8	0		2,427	12	0		19	15	2		7	6	9		

The middle class school is the aided Martiniére Girls' School. The numbers show a slight decrease but the average attendance has much improved. During the year, a Committee of ladies undertook the management of the school. Two of the subordinate teachers have been replaced by others and the Matron was permitted to resign. The school is now comfortably located, but the lavatory * arrangements did not seem to me, when I visited the school, to be very good. At this school it is proposed to admit 15 Foundationers, 45 Boarders paying fees, and 40 or more day scholars. There are four Mistresses who receive from 50 to 200 Rs. per mensem. A good plain English education is given. Music and Drawing are extras. The Secretary, Mr. Boycott, Principal, Canning College, drew up and printed an excellent scheme for the conduct of the school.

* Since improved.

Private schools of the lower class for girls (aided Schools 5. Scholars 90.)

173. Five of these schools belong to the Anglican Church Mission. The usual statistics appear in Table VI. A. Appendix A. All of the girls learn Urdu, and 71 are Mahomedans. I have already shown how poor are the attainments of the pupils at many of the Government Schools. These schools are perhaps not so far advanced. I insert the report of the Manager, the Revd. J. Fuchs, verbatim. "With regard to "these schools, I beg to state, that, owing to Mrs. Fuchs' failing health, "she was last year unable to visit them; but, in her stead, Miss Hamilton "and Miss Keene have bestowed much of their time and attention upon "them. From the information they have given me, it appears clearly "that there is little life and energy as well in the teachers as the pupils, "and scarcely anything like order in the schools. It is of no use telling "them how things ought to be done, as they will only give heed to these "directions as long as the European Agent is present. Unless we ap-"point a good Christian teacher for each school besides these Musalman "ladies, I fear no great improvement or marked progress can be expected. "The one in our service has been, in the first place, appointed to "teach female work, for which one person is hardly sufficient for 3 or 4 "schools; she, therefore, has no leisure to look after anything else, but I "am looking out for one or more suitable persons for the work. In No-"vember, the teacher of the Yahiyagunj school died, and as there was no "person in the family fit to carry it on, and a teacher unknown to the "pupils would not have succeeded in keeping them together, the school "had to be closed, and knowing it to have been the most unsatisfactory "of all, I could do it without regret."

"The Ashrafabad school, only a little better than the former, will "probably soon share the same fate, in which stead we have the prospect "of commencing another with the hope of better success, as a very intelli-"gent and highly respectable Musalman lady has offered herself to com-"mence a school."

"The teacher of the Golaganj school is an intelligent person, but of "low descent, and the wife of a worthless man, which is the cause of her "not getting more pupils."

"The Raja ka bazar school is the best in the city, but unquestion-"ably still inferior to the Christian and bazar girls' schools in the Zahúr-"bakhsh, though in this also we have met, in the course of the year, with

" difficulties and disappointments, which to explain would lead me too far. " As long as men of influence and high position in the city continue indif- " ferent or positively averse to female education very little will be achieved " by our feeble efforts, still we intend to hold on, and not to despise " the small beginning of what must ultimately prove a powerful means " of bringing about a happy change in Hindustan."

I have myself, already commented upon the want of active co-operation of the people of Lucknow in the education of girls. The residents of Mallihabad have set a very good example, and I trust that the Chief Commissioner will be able to take prominent notice of those gentlemen who are foremost in supporting these schools.

The American Mission Schools for Girls.

Schools 8. Pupils 155.

174. Eight other girls' schools in Lucknow belong to the American Methodist Mission. Regarding these schools, the manager has not favoured me with a report. I shall at once, however, learn all that is to be told about their condition and prospects. Of the 155 pupils, 86 learn Urdú, and 69 Hindí. 119 pupils are Mahomedans and there are 33 Hindús.

The Roy Bareilly school for girls belonging to the same Mission, I found in such a state that I was obliged to withdraw the grant.

The Zenána Mission Agency

175. This agency is conducted by Miss Hamilton and Miss Keene. Miss Hamilton has kindly favoured me with a short statement of her work. This I give verbatim.

" As it is now nearly a year since Government sanctioned a grant of " 30 Rs. per mensem in support of the very important work of zenána " teaching in Lucknow, it may perhaps interest you to have a brief ac- " count of this branch of education and its progress in the city during the " past year.

" When we use the term 'zenána teaching' you will at once under- " stand this to mean the education of Native ladies of the upper classes, " and I believe it is now almost universally allowed, that if India ever " takes a worthy place, as a nation, among the civilized nations of the " world, it will be, through the influence of her daughters rather than her " sons. In any case, it is clearly our duty to do what we can to raise the " moral and intellectual condition of the women of India, and there is, " I think—(at least in the present state of Native society) no more effec- " tual way of doing this, than the present system of daily visits from " house to house. Each lady thus learns, in her own home, the art of " working and reading, sitting and speaking, and making herself and her " family happy in an intelligent manner. Had I the necessary funds, " I should be glad to employ several teachers in this way and have no " doubt there would be plenty of work for them all.

" At the beginning of last year, we had about 30 pupils, and they " increased every month until June, when there was a kind of panic, and " nearly all the zenánas were closed; and in October 1870 we had only " about seven houses open. Now, in April 1871, we have 28 houses open " and upwards of 50 pupils under instruction."

*1. Entertaining lessons in Science and History.
2. The Moral Class Book.
3. Indian History.
4. Geography.
5 Arithmetic.
6. Grammar.
7. The rudiments of knowledge.
8. 1st, 2nd and 3rd reading books.
9. Day Break in Britain.
10 The English Instructor.
11. Peep of Day.
12. Line upon Line.
13. The Bible.

Since this short account was written, the pupils have increased to 80, and the small grant of Rs. 30 monthly may be increased. I believe that in a place like Lucknow this house to house system of instruction is the only suitable method of instruction for Native ladies. The books used are mentioned in the margin.* Of the 52 pupils at the close of the year, 45 were Hindús and seven Mahomedans. All were Bengalís, and all were learning Bengalí. Four also were studying English.

SECTION VI. F.—Indigenous Schools.

Indigenous schools.

176. I am afraid that the statistics of these schools, now presented for the first time, are somewhat incomplete. The number of institutions is returned at 507, their pupils at 4,257, and the average attendance at 2,699. As no registers are kept by the masters, the inspecting Officer merely counts those boys that he finds present at each visit, adds the product and divides the result by the number of visits. So that the average attendance is very roughly calculated. In the same way the total cost of these schools, entered at Rs. 11,433, is scarcely reliable.

The Indigenous schools are thus distributed.

District.		Schools.	Pupils.	No. per School.
Lucknow,	...	84	915	10
Barabunkee,	...	74	649	8
Oonao,	...	65	542	8
Seetapoor,	...	72	412	5
Hurdui,	...	66	515	7
Kheree.	...	13	61	5 nearly.
Fyzabad,	...	37	383	10
Gondah	...		No returns.	
Baraich,	...	8	198	24
Total,	...	507	4,257	

The returns from Baraich, if correct, show a much greater average number of pupils per school than is common in other Districts. The fact is, I believe that the returns are ridiculous, and there are more schools than those given. The attention of the Deputy Inspector will be called to the subject. The remarks of the Deputy Inspector, Hurdui, are interesting and apply to the whole Province. "There are 66 schools of "this sort, containing 515 pupils. They are very thinly attended, excepting "three which contain 80 pupils: one of these last schools aims to teach "Kaithi and multiplication tables: anything beyond this is considered "useless. In others, old Persian and religious books are taught, such as "Kareema, Mamukeema, Gulistan, Bostan, Diwan Gháni, Kuran, &c., &c., "which they repeat by rote, without understanding the sense. Gram-"mer and Arithmetic are altogether neglected, and the knowledge of "History, Geography and Mensuration, taught in our Village Schools, is "considered to be useless. I always try to introduce our school books into "these muktubs. In a muktub at Abdullah Nuggur held at the door of "Suttar Hossain, Zemindar, I awarded a copy of Wakiat-i-hind and

"Huqaiq-ul-Moujudat to his son, and explained to him their usefulness. "On my next visit, I found both of those books were studied by the son "of the Zemindar, and I then advised him to take up Geography and "Arithmetic, and I hope he followed my advice."

Of the 4,000 pupils, upwards of 2,000 learn Persian, 1,000 Hindí, 256 Sanscrit, and 242 Arabic. The Sanscrit and Arabic schools may be regarded as religious schools, or schools for Jotishis and Bhats. As I have before mentioned, the Deputy Commissioner of Barabunkee would assist Indigenous schools. It will not be difficult to bring these indigenous schools within the scope of the Government system, provided Sub-Deputy Inspectors are appointed to each district. If aid were given under the payment-by-result system, not only would the schools increase, but they would improve. Great care would be necessary and unless Sub-Deputy Inspectors were entertained, the system could not be carried out. For at present both Inspectors and Deputy Inspectors have quite as much as they can possibly accomplish.

SECTION VII.—Scholarships.

Scholarships for Village School Boys.

177. Paras. 46 and 47 of the educational despatch of 1854 run thus:—"Lastly what has been termed indigenous schools should, by wise "encouragement, such as has been given under the system organised by "Mr. Thomason in the North-Western Provinces, be made capable of "imparting elementary knowledge to the great mass of the people. The "most promising pupils of these schools might be rewarded by scholar-"ships in places of education of a superior order. Such a system as "this * * * * beginning with the humblest elementary instruction, and "ending with the University test of a liberal education, the best students in "each class of schools being encouraged by the aid afforded them towards "obtaining a superior education as the reward of merit, by means of such "a system of scholarships as we shall have to describe, would, we firmly "believe, impart life and energy to education in India, and tend to a gra-"dual, but steady extension of its benefits to all classes of the people." Our village schools in Oudh, have taken the place of the indigenous schools mentioned in these paras. Accordingly, during the year, I set aside a small sum for *village school* scholarships, payable from the cess. This appropriation of funds seemed to me to be in accordance with the principles that regulate the conduct of the Educational Department in India, and certainly if regard be paid to the very large balance of the unspent cess that existed on the 31st March last, the appropriation of funds for the purpose specified was not uneconomical. The tentative rules were:—

1. No boys of more than 14 years of age, or who have not attended at some village school in Oudh, for at least two years will be allowed to compete.

2. No scholarship will exceed the value of Rs. 3 per mensem.

3. The examination will be held at selected centres in each district, and will be presided over by the Deputy Inspector of Schools, who will take care to arrange the boys so as to prevent copying. Should there be

two centres in any district, the examination at the second centre will be conducted by the Master of the Anglo-Vernacular School where the examination is held.

4. The questions will be prepared by the Deputy Inspectors, and will be subject to revision by the Circle Inspector.

5. At Head Quarters, the Inspector will be present and conduct the examination, or he may select any centre at which to be present.

Under these general instructions, Mr. Thomson devised particular rules for the conduct of the examinations in his circle. They were as follows :—

1. "The examination will be held at the sadr station in October, "and due notice of the date will be given."

2. "The questions will be prepared by the Deputy Inspectors. The "Inspector will be present at the examination, and will assist the Depu-"ties in examining and valuing the papers."

3. "Boys should be informed that no one who has not read at least "one-third of the first or highest class course need try this examination. "He would have very little chance of obtaining a scholarship, and he "can read very profitably for another year in the village school."

4. "The examination will be in 5 subjects, *viz.*, 1st Arithmetic, "2nd Geography, 3rd Grammar, 4th Dictation and Writing, 5th His-"tory and General Science."

First Day.

"1st Arithmetic.—Six or seven questions in Simple and Compound "Proportion, Vulgar and Decimal Fractions.

"Time from 10 o'clock A. M., to 12 o'clock.

"Full value, 50."

"2nd Geography.—Four or five questions on the Geography of In-"dia, and three or four on general Geography.

"Time, 2 o'clock P. M., to 4 P. M.,

"Full value, 50."

Second Day.

"3rd Grammar.—Seven or eight questions in Urdú Grammar, and "the same number in Hindí Grammar, for Urdú and Hindí boys re-"spectively.

"Time 9 o'clock A. M., to 11 o'clock A. M.,

"Full value, 50."

"4th Dictation.—Between three-fourths of a page and a whole "page of Wakiat-i-Hind for Urdú boys, and the same quantity of Bha-"rut Vershi (but not the same passage) for Hindí boys. This is to be "read over slowly and distinctly to test accuracy rather than speed. The "full value is 30, and one will be deducted for each error.

"Writing will be judged from the same paper. If the boy writes a "fairly neat, legible hand he will receive the full value, 20, and less in "proportion to coarseness, as the Deputy Inspector and Inspector may "consider proper.

"Time.—Urdú boys, 12 to half past 12 o'clock. Hindí.— half past "12 o'clock to 1 o'clock.

"Fifth. History and General Science.—Four or five questions on the "subject matter of Haquaiq-ul-Moujudat and three or four on the His-"tory of India down to the accession of the Moguls, A. D., 1526.

Time.—2 o'clock to 4 o'clock P. M.

Full value, 50."

5. "On the following day the results will be declared, and "arrangements made for the boys to go to the Vernacular Town School "that it may be most convenient for them to attend.

6. "The Deputy Inspectors may make their questions pretty "difficult, but they are not to put any question likely to trip unwary boys. "The knowledge of the scholar is to be fairly tested, but everything like "quirks and puzzles should be avoided.

7. "Boys should always be in attendance 10 minutes before the "time when the examination is to begin."

The examinations in the Eastern Circle were well conducted, and the results were as follows :—

District.	Number of competitors.	Number of successful competitors.	Total amount awarded monthly, each scholarship being Rs. 3 or less.
			Rs. A. P.
Fyzabad, ...	58	9	25 0 0
Sultanpoor,..	55	7	20 0 0
Roy Bareilly, ...	33	9	25 0 0
Pertabgurh, ...	32	7	20 0 0
Baraich.	No scholarships awarded.		
Gondah.	Ditto ditto.		

In the Western Circle, the results were not good, and I am not satisfied that sufficient attention was paid to the subject, or that the pupils of village schools were duly informed, regarding the examination. The attention of the Inspector will be drawn to the subject. The remarks do not apply to Lucknow. In that district, 58 candidates came up for examination, and 16 were successful. In all other districts, though, in September last, about 700 boys were in the first class of village schools, only

43 presented themselves for examination, and not [illegible]assed! The system was tried for the first time during the year under review. In the Eastern Circle, all the examinations were successfully conducted. In the Western Circle there was failure. In future, 3 per cent. of the cess collections will be set aside to provide scholarships for village school boys. These scholarships will be tenable at any high school or at a middle class school. The rules drawn up by Mr. Thomson will be generally adopted, with the proviso that no pupil should be selected to a scholarship who does not obtain one-fourth marks in each subject, and one-half marks of the whole. These marks will not necessarily qualify for a scholarship, but no boy will be elected who does not at least obtain these marks. They will generally obtain many more. Thus, the successful candidates in Roy Barreilly obtained, on an average, 79 per cent. of the total number of marks. In Pertabgurh, the average was 80 per cent. In Sultanpoor, 69 per cent. and in Fyzabad 74 per cent.

There are now 29 village school exhibitioners in the Eastern Circle, and 16 exhibitioners in the Western Circle.

Scholarships for middle and high class schools and colleges.

178. The budget allotment for Imperial scholarships is Rs. 6,540. This sum is hardly one per cent. on the general grant. The first class in our High Schools increases every year, and the numbers who matriculate and are willing, with a little help, to continue their studies at a College, have increased so rapidly that a further scholarship grant might be given.

The following statement shows very clearly the increasing number of boys eligible for Imperial scholarships, and who may compete :—

Years.	Number of boys in Entrance class.	Number of boys in 2nd class High Schools.	Number of boys in 3rd class High Schools.	Number of boys in 4th class High Schools.	Number of boys in 1st class Anglo-Vernacular Town Schools.	Number of boys in 1st class, Vernacular Town Schools.	Total amount available for scholarships omitting Canning College grant.
							Rs. A. P.
1868-69, ..	8	72	134	194	146	48	4,680 0 0
1869-70, ..	57	109	201	183	147	128	4,680 0 0
1870-71, ..	74	147	207	220	190	194	4,680 0 0
Increase in two years, ..	66	75	73	26	44	46	0 0 0

The usual statement showing the distribution of the scholarship allotment is thus shown :—

Name of Institution.	Number of scholarship holders.	Aggregate monthly value of scholarships.	
		Rs. A. P.	
Canning College, Lucknow, ..	38	*261 0 0	
Fyzabad Zillah School, ..	14	40 8 0	
Gondah Zillah School, ..	4	9 0 0	
Roy Bareilly Zillah School, ..	6	19 0 0	
Sultanpoor Zillah School, ..	3	7 0 0	
Pertabgurh Zillah School, ..	2	8 0 0	
Barabunkee Zillah School, ..	10	28 0 0	
Hurdui Zillah School, ..	15	44 8 0	* This includes Rs. 10 from the Gondah Scholarship Fund.
Lakhimpúr Zillah School, ..	4	12 0 0	
Chowk School, Lucknow, ..	2	6 0 0	
Oonao Zillah School, ..	15	51 8 0	
Seetapoor Zillah School, ..	2	7 0 0	
Bulrámpúr Aided School, ..	1	2 0 0	
Koorsí Vernacular Town School,	3	6 0 0	
Total,	119	501 8 0	

SECTION VIII.—Employment of Pupils in the Public Service.

Employment of students in the public service and recommendation to introduce the Bombay system of examination with modifications.

179. The following are the matriculated pupils, who obtained employment in the public service during the year under review. The rest are still continuing their studies.

A.—*Canning College.*

		Salary.
(1.)	Ram Nath, 2nd clerkship, Settlement Office, Fyzabad,	Rs 50
(2.)	Nazar Hossein, 3rd Mastership, Oonao,	„ 40
(3.)	Ganga Sahae, Head Mastership, A.-V. T. School, Nawabgunj,	„ 50
(4.)	Syud Badar Alí, clerk of the Court of Wards, Hurdui,	„ 50
(5.)	Inder Narain, Head Mastership, Mallawan Aided School,	„ 40

B.—*Zillah Schools.*

(1.)	*Fyzabad.*—Munna Lal, Assistant Master, Oonao,	„ 20
(2.)	Alí Hosein, ditto, Baraich,	„ 30
(1.)	*Barabunkee.*—Mendí Lal, Head Master, Colonelgunj,	„ 30
(1.)	*Seetapoor.*—Imdad Alí, ditto Rodowlee,	„ 40

According to the Chief Commissioner's Circular, No. 44, dated 28th April 1870, lists of passed students have been maintained and were published during the year in the local Gazette. In the review of the Educational Report for 1866-67, the Chief Commissioner was pleased to observe that he was not prepared to recommend that all subordinate ministerial appointments should be thrown open to public competition. Perhaps,

however, the time has arrived when it might be ruled that no candidate for any ministerial office, where a knowledge of reading and writing was absolutely required, should be entertained without producing a special certificate of educational proficiency. Such certificates might be easily framed, and periodical examinations could be held. Each examinee might be required to pay a small fee before examination. At the foot of each certificate it might be stated that the certificate did not entitle its holder to public employment, but that no person who had not such a certificate would in future be entertained. There might be two kinds of certificates, one qualifying for employment in a Vernacular office, and the second for employment in an English office. This is the plan pursued in the Central Provinces, and it has worked well. It has relieved public officers from solicitation, prevented the entertainment of really incompetent men, and has put a stop to all but what may be termed licensed ummedwars. Undergraduates may be exempted from the examination. A nearly similar system is pursued in Bombay, but the tests are more severe.

SECTION IX.—The English Language in Indian Education.

English Language in Indian Education.

180. A somewhat remarkable paper has appeared in the "Cornhill Magazine" on the right use of English in Indian education. The writer advocates the creation of a multiplicity of English schools in which English should be taught either well or ill, and instancing the success of the Romans in grafting their language, law, and habits on nations scarcely emerged from barbarism and with no literature of their own, thinks that we might succeed in India to oust the language spoken by highly cultivated races to whose literature European literature is of mushroom growth. For, I apprehend that to the educated portion of the Hindús, Sanscrit is still a living literature.

The matter hardly deserves attention, save as it opposes the universally received opinion that a sound Vernacnlar education is of more value than an imperfect acquaintance with English. Last year it was remarked that "the acquisition of English and the revival of Sanscrit "learning would seem to be the two lines along which Hindú civilization "is likely to march. To foster Hindì in the masses and to encourage "English and Sanscrit in the few would therefore be to fall in with the "march of events." This is precisely what has not been done in Oudh, where Urdú and Persian have been every where cherished and Hindí and Sanscrit neglected. This will appear from the following table showing the languages studied in *Government* schools. All aided schools are omitted.

Institutions.	Number of boys learning at the close of 1870-71.					
	English.	Urdú.	Hindí.	Persian.	Sanscrit.	Arabic.
Government Schools,	1,699	17,009	4,836	4,924	123	141

181. The progress of English education appears from the following table. The progress of instruction in English.

Years	Number of pupils learning English at the end of year
1864-65	2,171
1865-66	2,759
1866-67.	3,577
1867-68.	3,854
1868-69.	4,221
1869-70.	4,344
1870-71.	4,390

Thus, in two years the Number of scholars learning English has only increased by 169 in a population of 11 millions!

SECTION X.—The Book Department.

182. In 1869-70, the value of the books purchased was Rs. 15,967, and the value of the sales effected was Rs. 12,607. In the year under review, though we only purchased Rs. 10,013 worth of books and slates, yet we sold Rs. 10,183 worth The fact is, that a large supply, costing upwards of Rs. 4,000, of slates, maps and atlases was purchased in 1869-70, and there being a good stock in 1870-71, it was not thought advisable to buy more, that would, indeed, only cumber the shelves. The diminished sales were due to the fact, that, in 1869-70, there were more than the average number of buyers, because of the previous scanty supply. The Book Department.

It must be remembered that our buyers are, for the most part, only the boys at Government Schools, and when one set of boys are sufficiently supplied with books, the next set, who succeed them in their Class, though they be more in number, yet do not always require more new class books, as they are able to buy them second hand from their predecessors. In truth, the value of the books, maps and slates sold in 1869-70 was somewhat abnormal. For, in 1868-69 the value of books sold was only Rs. 9,570, being only about Rs. 550 in excess of the previous year's sales, In 1869-70, the value was Rs. 12,607, showing an increase of about 31 per cent. This very great increase must rather have been owing to a previous scarcity of books than to any very efficient management of the Book Department, or to any great increase of the reading public. In fact, during the year under review, no change has been made in the control of the Book Department; that is constituted and managed precisely as described in previous reports. The number and the value of books sold for the past six years may be thus contrasted.

Year.	No.	Value.		
		Rs.	As.	P.
1865-66.	32,520	4,988	15	9
1866-67	39,162	5,885	2	0
1867-68.	54,154	9,013	4	1
1868-69	50,093	9,570	12	9
1869-70	55,542	12,607	6	5
1870-71	60,623	10,183	15	8

The usual statement for the year under review is appended.

Articles	Purchased during the year.		Supplied to schools gratis during the year.				Sales effected during the year.	
			For school use.		For prizes.			
	Number.	Value.	No.	Value.	No.	Value.	Number.	Value.
		Rs. As. P.		Rs. As. P.		Rs. As. P.		Rs.. As. P.
Books. English, ...	5262	2,814 4 0	33	149 9 0	139	207 2 6	8006	2,922 11 3
Books. Vernacular.	51270	7,026 12 9	931	442 4 0	4681	775 13 3	45097	6,338 13 9
Maps. English, ...	1	6 0 0	...	...	...	...	...	...
Maps. Vernacular.	262	109 8 0	244	650 6 0	19	4 15 0	229	296 12 9
States and pencils, ...	1382	53 7 9	27	6 0 3	161	39 1 6	7291	625 9 11
Globe, ...	1	3 0 0	...	...	...	...	...	...
Total, ...	58178	10,013 0 6	1235	1,248 3 3	5000	1,027 0 3	60623	10,183 15 8
Imperial, ...	...	5,199 4 3	...	846 14 0	...	294 11 6	...	5,211 7 8
Cess, ...	...	4,813 12 3	...	401 5 3	...	732 4 9	...	4,972 8 0

This statement does not include the sales, other than departmental, effected by Múnshí Nawul Kishore, who estimates his transactions at 1½ lakhs of rupees annually. He has 6,000 lithographic stones, and employs 75 copyists. There are at his press 200 dufteries, stitchers, and book-binders.

The educational newspaper.

183. This newspaper, edited by Pundit Sheo Narain, continues to be popular, and is of considerable use. In addition to articles of general interest, it contains notices to village school masters and accounts of school committee proceedings. The size of the Akhbar has increased considerably. Syud Gholam Hyder, Extra Assistant Commissioner, Kheree, has given great assistance. The editor thinks that a Hindí supplement to the present Urdú paper might now, with advantage, be commenced. Instead of a supplement, there might be a Hindí version entrusted to a second editor. Pundit Sheo Narain has edited the Urdú paper with ability and by the bestowal of great labour has secured its punctual publication.

The Julsah-i-Tehzib, Lucknow.

184. Of all the literary societies in Oudh, the Julsah-i-Tehzib, Lucknow, occupies the foremost place. The public library now contains 1,924 volumes, 662 having been added during the year. Of the books now in the Julsah, 508 were received from the office of the Chief Commissioner, 435 were lent to the library by Múnshí Lalta Pershad, Sherishtadar of the Judicial Commissioner's Court, 114 books were purchased, and 15 ancient works were lent as curiosities. The rest of the books, 852 in number were given by Múnshí Nawal Kishore, or by the Educational Department. 1,011 books were lent out during the year, 100 were historical works, 106 fiction, 50 poetry, 125 were moral treatises, 200 law books, and 330 may be classed as miscellaneous works not coming under the above description. The annual income of the library is Rs. 580, the Government grant being Rs. 240. About Rs. 270 were spent on current contingencies and establishment, and Rs. 312 were to the credit of the library at the close of the year. In the newspaper and periodical department of the Julsah, 12 English papers and reviews are received, seven being published in India and five in

England. Twenty-eight Urdú newspapers are taken and five Urdú Magazines. These newspapers were circulated during the past year amongst 4,703 readers. Twenty papers were read before the society, some of the subjects discussed were, law, logic, the rights of man, railways, health, the electric telegraph, resuscitation from drowning, &c., &c. There are seven patrons, 111 subscribers of 1 Rupee monthly, 35 who exchange periodicals, four honorary members, and there are members who each subscribe Rs. 6. The report does not give their number. During the past year Mr. Capper was the President of this Society.

The Gondah Julsah-i-Tehzib

185. In Gondah, too, an association, club, or Julsah, has been formed, and is "a rendezvous for the Taluqdars and the native official and non-"official gentry, whereto they may resort for social intercourse, for reading "the current literature of the day and for the discussion of general and "local matters of interest." The club-house has been provided by Mr. Sufder Hossein Khan, Assistant Commissioner, and the furniture by Múnshí Niamat Ali Khan, Extra Assistant Commissioner. No less than Rs. 4,086 have been subscribed for the maintenance of the club, Rs. 3,000 of which are to be invested in Government Securities. The monthly subscriptions amounted, last July twelve months, to Rs. 684 and possibly they have now increased. Sir Digbijay Singh, Mahárájá of Bulrampúr, takes a warm interest in the institution, and contemplates the establishment of a press at Gondah, in connection with the Julsah. The great promoter of the institution is Mr. Sufder Hossein Khan, who has framed rules for the regulation of the society. The Deputy Commissioner, Captain de Montmorency regards the society very favourably, and affords help in a quiet, unostentatious, manner.

The Seetapoor Julsah-i-Tehzib.

186. This society owes its formation to Múnshí Brij Lal, Extra Assistant Commissioner. It is under the patronage of the Commissioner of Division, Colonel Thompson, and other officials. The non-official patron is the Rájá of Mahmúdabad. The papers published by the society are really of remarkable merit. The publications of the society are both in English and in Urdú. There have been eight papers read and published—one on extravagance at marriage. The Kayuths of Seetapoor have in consequence, it is reported, adopted rules regulating marriage expenditure. Other castes have applied to the Julsah to frame similar rules. The donations during the past year amounted to Rs. 473. Of this sum, Rs. 329 have been spent on printing charges. There is a balance of Rs. 92 in hand.

The Secretary of the society is the Head Master of the High School.

Similar societies have, I believe, been established in other parts of Oudh, but I have not been favoured with any report as to their working.

187. New books published or under revision during the year :—

New Books.

(1.) Shubd Prakáshká, in the press at date of last report and published during 1870-71.

(2.) Urdú translation of Snowball's Trigonometry, in the press at date of last report, but not yet ready.

(3.) Mujmúa Sukhun, part I., or a collection of Urdú poetry with some account of the lives of the poets, compiled and edited by Pandit Sheo Narain.

(4.) Do. do., part II., in the press.

(5.) Urdú second book, now being compiled by Múnshí Durga Pershád, Inspector of schools.

(6.) New Urdú Grammar by Moulvi Aman-ul-Haq, (under revision.)

(7.) New Hindí Grammar, in the press, by Mr. Gopal Padhyé, B. A., Professor of Sanscrit, Saugor.

(8.) Múfid-ul-Malgozarán, by Syud Gholam Hyder, Extra Assistant Commissioner, Kheree, (in the press).

(9.) Múfid-ul-Muzaraeen, do. do. (in the press).

(10.) An account of the countries bordering the north-west frontier of Hindústan, being a translation of the report written by His Honour the Lieutenant Governor of the Punjab, when Secretary to the Punjab Government. Two Volumes with Maps.

(11.) Manual for school-masters, under revision.

(12.) Selections from the Prem Sagur for Hindí students in Oudh, nearly completed.

(13.) Mobadi-ul-Hisab, revised, with examples added by the Mathematical Master, Normal School.

Besides these books, one MS. translation of Parnell's Hermit by Bábú Sítal Pershád Gupta, Head Master, Oonao High School, a translation of the first six chapters of Todhunter's Trigonometry, by Babu Mohendro Nath Dutt, second Master, High School, Hurdui; and a translation of the Mirage of Life, by Pundit Bishamber Nath, Clerk of the Court, Kheree, have been submitted for approval.

About 74 new books and reprints have also issued from Múnshí Nawul Kishore's press during the year.

SECTION XI.—Notice of Officers and Private Gentlemen.

Notice of officers and private gentlemen who have greatly assisted the Educational Department.

188. I have great pleasure in soliciting the attention of the Chief Commissioner to the good services rendered by the following Educational officers :—

Mr Thomson, Inspector of Schools, Eastern Circle; Mr. Durga Pershád, Inspector of Schools, Western Circle; Pandit Sheo Narain, Deputy Inspector of Schools, Lucknow; Múnshí Bishambar Dyal, Deputy Inspector of Schools, Fyzabad; Bábú Keshava Chunder Deb, Deputy Inspector of Schools, Seetapoor; Múnshí Imdad Hosein, Deputy Inspector of Schools, Hurdui; Mrs. Masih, Deputy Inspectress of Schools for Girls; Mr. Anderson, Head Master, High School, Fyzabad; Bábú Keshava Deo Sandyal, Second Master; and Múnshí Ram Pershád, Assistant Master. The other Assistants are favourably mentioned.

I would also especially bring to the notice of the Chief Commissioner:—

Mr. Walsh, Head Master, High School, Roy Bareilly; Múnshí Jugul Kishore, Second Master, Roy Bareilly; Mr. Daniell, Head Master, High School, Barabunkee; Bábú Grish Chunder Ghose, Second Master; Bábú Ram Chunder Basú, Head Master, High School, Seetapoor; Bábú Jokhú Ram, Second Master; Bábú Hem Nath, Mojoomdar, Head Master, High School, Lukhimpúr; Bábú Madhub Chunder Ghose, Second Master; Bábú Ishan Chunder Banerji, Head Master, Hurdui; Bábú Mohendro Nath Dutt, Second Master, Hurdui; Bábú Ram Mohun Banerji, B. A., Head Master, Gondah; Pundit Hirday Narain, Second Master.

Mr. Ram Chunder Sen, Head Master of the Normal School, and Pundit Devi Pershád have rendered good service.

Amongst Anglo-Vernacular Middle Class School Masters, I may mention with commendation:—

Múnshí Deokali Dín, Head Master, Akberpúr, and his assistants; Mahomed Sujjad, Head Master, Durriabad; Múnshí Munna Lall, Head Master, Sundilah; Múnshí Wazír Hosein, Head Master, Golah; Bábú Jageshwar Pershád, Head Master, Utrowlah, who is warmly commended by Mr. Thomson.

The most successful and painstaking of the Town Vernacular School Masters are:—

Mahomed Ibrahim, Head Master, Mallihabad; Abdúl Wajid, Head Master, Suffeepúr; Kesho Pershád, Head Master, Misrikh; Ram Dyál, Head Master, Pihaní; Mahomed Isháq, Head Master, Paruspúr; Moulavi Zia-úd-dín, Head Master, Puttí.

I have found most of the district officers very ready to give me their aid and support, and to assist in the repair and erection of the school buildings. But the Department is especially indebted to:—

Mr. J. W. Quinton,	Deputy Commissioner,	Lucknow.
„ R. M. King,	ditto,	Fyzabad.
Colonel Chamier,	ditto,	Oonao.
Mr. Anderson,	ditto,	Seetapoor.
„ Glynn,	ditto,	Barabunkee.
„ Gibson,	ditto,	Hurdui.
Captain deMontmorency,	ditto,	Gondah.

I may also, perhaps, be permitted to mention that the inspections and examinations of schools, by Colonel Barrow, Officiating Inspector General of Police, and Captain Pitcher, have been frequent and valuable.

Of the Settlement Officers, I would especially notice:—

Mr. McMinn, of Khereo, Lieutenant Forbes, of Pertabgurh.

Mr. Thomson mentions Captain Erskine and Mr. Benett.

The Assistant and Extra Assistant Commissioners, who have done all in their power to promote the spread of education are :—

Mr. Sufder Hosein Khan, Assistant Commissioner, Gondah ; Mr. Syed Gholam Hyder, Extra Assistant Commissioner, Kheree.

The Head Master of Poorwah expresses himself indebted to Sheikh Khuda Bukhsh, Inspector of Police.

The Tahsíldárs who deserve especial mention are :—

Mahomed Shums-úd-dín, ...	Misrikh.
Kali Prakash, ...	Mallihabad.
Shiam Beharí Lall, ...	Hydergurh.
Sheikh Munír Ahmed, ...	Shahabad.
Gunga Pershád, ...	Golah.
Mirza Mahmúd Bég, late of	Biswah.
Moulvi Fuzl Hosein, ...	Mahmudabad.
Pundit Dya Nidhan, ...	Lucknow.
Múnshí Ahmed Hosein, ...	Mohunlalgunj.

The Deputy Inspector of Lucknow also mentions, Mirza Asghar Hosein, Múnsarim of Itonja ; Lalla Munsukh Roy, Thanadar of Itonja ; Nokhey Singh, Police Officer, Mohunlalgunj ; Múnshí Gunga Sahae, Tahsíldár of the Morawan Estate ; Bhuggú Singh, Deputy Inspector of Police, Lucknow. Girja Pershád, Police Officer, Goshaingunj.

Amongst the noblemen and private gentlemen who assist this Department are :—

*The Mahárája of Bulrampúr.
*The Mahárája of Kupúrthala.

They support numerous schools on their large Estates. And here, I have to lament the death of Mahárája Mán Singh, a liberal supporter of education and possessed of a singularly vigorous intellect.

*The Rájá of Bhinga, who, himself educated at Canning College, *entirely* supports an Anglo-Vernacular School.

The Rájá of Mahmúdabad, who partially supports an Anglo-Vernacular School, for which he is about to build a school-house.

*Rájá Kashi Pershád, ...	Lucknow.
Rájá Ratn Singh, ...	ditto.
Azim Alí Khan, Talukdár, ...	Fyzabad.
Lullu Sahae, do., ...	ditto.
Bábú Shunker Bukhsh, Talukdár, . . .	ditto.
*Hur Narain Ram Pandey, do., . . .	Gondah.
*Rájá Priti Pal Singh, do., ...	ditto.
*Rájá Kishen Dutt, do., . . .	ditto.

*Rájá Dakhinarunjun, and *Mirza Abbás Bég, Talukdars, both assist in supporting Vernacular schools.

Major Orr, who has large Estates in the Roy Bareilly district, has given accommodation for the schools opened in his villages, and does what he can to render them popular.

The other gentlemen who have assisted this Department, both as members of School Committees and by purse, and *sometimes* by example, are :—

*Rájá Tujjummul Hosein Khan, Bahadúr, Bhutwamow.
*Rájá Sarabjít Singh, Bahadúr, Ramnuggur.
*Rai Ibram Buli, ... Durriabad.
Budri Pershad Misr, ... Mow.
Mahomed Amín Khan, ... Shahabad.
Myan Karum Kareem, Mukhdúm Zada, Durriabad.
Hakím Kasím Alí, Surbarahkár of the Court of Wards, Durriabad.

The attention of the Mallihabad School Committee has been especially directed to the welfare of the excellent schools for girls opened in their town. I would especially bring their services to the notice of the Chief Commissioner, The most influential of the members are— :

*Mahomed Ahmad Khan, T'alukdár, Mallihabad.
*Mahomed Nasim Khan, Ditto ditto.
Mahomed Yakoob Khan, ditto.
Hafiz Mudarak Shah Khan, ditto.
Mahunt Nund Gopal. ditto.
Mahomed Khan, ditto.
Choudri Mustafa Ali, ditto.
Choudri Iqtidar Ali, ditto.
Abdul Rahman Khan, ditto.
Hafiz Abdulghafúr Khan, ditto.
Moulvi Mahomed Hossein, ditto.
Yusuf Khan, ditto.

Had it not been for the active support of Mahomed Ahmad Khan, the girls' schools at Mallihabad could never have been opened; and the boys' school would not have been so successful an institution as it has proved, had not this gentleman and his brother, Mahomed Nasim Khan, supported the Head Master.

I have already noticed the munificence of the Thakurain of Simri, and have mentioned that the T'alukdár of Tiloi has voluntarily defrayed the cost of repairing the school-house in his village.

* Bábú Ajit Singh, T'alukdár, is now erecting a village school-house at Serae Bhoput. He sends his relations to the Pertabgurh zila school, and is one of the most earnest supporters of education that Oudh possesses.

Raja Chitpal Singh, T'alukdár, has also consented to build, at his own cost, a village school-house at Mandhata, in Pertabgurh.

Thakur Runjit Singh, T'alukdár of Deokulli, has contributed to the erection of the Binhení school-house.

The following gentlemen of the Seetapoor District deserve mention for their liberality :—

Thakur Bhawáni Dín Singh, T'alukdár, Nilgaon.
Raja Sheo Bukhsh Singh, Kutesur.
Thakur Bhugwunt Singh, Keshopur.
Nawab Nasim-ul-Islam, Jamadar of Goorsara.

The most influential and active of the School Committee Members in the Lucknow District are :—

* Newul Kishore, Proprietor of the *Oudh Akhbár.*
Darogha, Mir Wajid Ali.
Kazi Wasi Ali Khan, of Kakori.
Múnshí Golam Hossein of Oorjuriaon.
Bhugwan Din Misra of Monda.
Durga Pershád of Mow.
Chutta Singh of Nigohán.
Múnshí Ram Dyal of Susendi.
Syud Kurbán Ali, son of the T'alukdár of Salímpúr.
Mahomed Akber Hossein Khan of Khalispúr.

* Sheikh Dost Mahomed, T'alukdár of Paryawan, built, at a very small cost to the State, a school-house at Nawabgunj Manikpúr, Zillah Pertabgurh. Mr. Thomson thinks that he must have spent out of his own pocket at least twice the sum he received. He has not yet received any thanks for his liberality.

The list of the gentlemen who have assisted the Educational Department may appear somewhat long, but if regard be paid to the population of Oudh, it will seem short, indeed. For the rest, I would humbly suggest that those gentlemen marked with an asterisk receive a sanad, signed by the Chief Commissioner, in approval of their public-spirited conduct, and that the rest receive a letter thanking them for their exertions. If no notice be ever taken of those who assist the Educational Department, I am afraid, lest not finding virtue its own reward, these public-spirited gentlemen will weary in well doing. There is a great deal in example, and the least we can do for those who assist to carry on our plans is to tender them our thanks in a public manner.

Before concluding this report, I must mention under what great obligations I am to my office establishment for the very hearty, accurate and energetic way in which they have worked. Múnshí Gujraj Singh, my head clerk, has been indefatigable, and Múnshí Jankee Pershád and Múnshí Devi Pershád have assisted greatly I have already, in a separate communication, which the Chief Commissioner was pleased to support, mentioned that my office required additional clerks, for whom, indeed, there is budget provision.

I have the honour to be,
SIR,
Your most obedient servant,

COLIN BROWNING, M. A.,
Director of Public Instruction in Oudh.

No. 4321 of 1871.

FROM

H. B. HARINGTON, ESQUIRE, M. A.,

OFFG. SECY. TO CHIEF COMMISSIONER, OUDH.

TO

C. R. BROWNING, ESQUIRE, M. A.,

DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

Dated Lucknow, the 16th September 1871.

SIR,

In acknowledging the receipt of your report on the state and progress of education in Oudh during the year 1870-71, I am directed to communicate the following remarks :—

Paras. 3—12. District and School Committees.

2. The Officiating Chief Commissioner is glad to see that District Committees have began to meet more regularly and that school Sub-Committees have been established generally. Their action cannot but be beneficial, directly on the schools, and indirectly on the people. The District Committees ought to meet at least once a quarter. They met, in Pertabgurh six, and in Gondah four times ; in Seetapoor, Baraich, and Fyzabad, thrice ; in Lucknow, Hurdui, and Oonao, twice ; in Kheree, and in Roy Bareilly, not at all. As regards the two latter Districts the Commissioners have been desired to explain. Considerable activity was shown by the Sub-Committees in the Seetapoor and Barabunkee districts.

Paras 13, 14. Inspection.

3. The duties of inspection have been thoroughly performed ; and the energy of the Deputy Inspectors of Hurdui and Seetapoor is to be commended.

Paragraphs 15—26. Action of District Officers.

4. The Officiating Chief Commissioner is gratified to notice a growing interest and readiness to assist, on the part of District Officers generally. In Sultanpoor it is not surprising that the Deputy Inspector should find School Committees of little use, if by the Deputy Commissioner they are condemned at starting.

The Deputy Commissioner of Roy Bareilly attributes diminution in attendance to the high price of provisions, as to a cause beyond control. In 1870-71 the price of provisions was much lower than in the year before ; and in the absence of interest betrayed by the failure of the District Committee to meet even once may be found a cause of relaxing energy which is certainly not beyond control. Any suggestions as to the possibility of lowering to the poor scholar the price of books is worth serious consideration.

Paragraph 24.

5. The liberality of the Thakuráin of Simrí has the cordial acknowledgment of the Officiating Chief Commissioner. The best way

of giving full effect to her munificence is, as you are aware, being separately considered.

6. Omitting Indigenous Schools, the total expenditure on education was, in 1869-70, ... Rs. 4,37,650 — Paragraph 27, Financial Statistics.

1870-71, ...	„	4,26,214
thus showing a decrease of, ...	Rs.	11,436
In expenditure from Imperial Funds, however, the decrease was, ...	Rs.	8,285
and in expenditure from the Educational Cess Funds, ...	Rs.	10,826
On the two it was thus	Rs.	19,111

The difference, Rs, 7,675, was caused by an increase in

Expenditure from other sources, ...	Rs.	5,302
and from the newly granted contributions of Municipalities, ...	„	2,373
making a total increase of, ...	„	7,675

7. Including the expenditure on Indigenous Schools, conjectured to be about Rs. 11,434, the expenditure from Local sources was Rs. 2,21,715, or Rs. 5,781 in excess of the expenditure from Imperial Funds, Rs. 2,15,934. On the other hand, if Indigenous Schools be omitted (as for purposes of comparison with past years they ought to be), the expenditure from Imperial Funds was still Rs. 5,653 in excess of the amount expended from Local Funds.

8. To this should properly be added the sum expended in the Department of Public Works on permanent school buildings—a sum which it is stated, amounted to no less than Rs. 44,962, but of which there is, curiously, no trace in the Educational Report.

9. As regards Imperial Expenditure, the decrease was mainly in direction, building grants, and purchase of books. As regards expenditure from Cess, the decrease was due entirely to the fact that during the year under review the sum spent on school buildings from the Educational Budget, Rs. 16,909, was less by Rs. 12,047 than the sum of Rs. 28,956, expended in 1869-70 and, as shown in para 33 of your report, the balances in some districts appear needlessly large.

10. It is, the Officiating Chief Commissioner fears, but too clear that in previous years a good deal of money had been wasted in bad building. You did well in hesitating to spend more money until defective buildings had been repaired, and until you could devise measures for preventing similar failures in future. The whole subject is, however, clearly one which calls for your earnest and immediate attention. — Buildings.

Home Department No. 211, dated 3rd June, 1871.

11. In connexion with it, the instructions marginally noted were received too late for the incorporation in your report of the very necessary details required by Government.

From information since acquired, it would appear that the expenditure no educational buildings has been :—

From Dept. Public Works:	Rs. As. P.	From Educational Budget:	Rs. As. P.
Repairs.			
A. Minor repairs under Rs. 2,500 each.	4,057 2 6	D. Repairs to Government buildings.	96 14 3
B. Minor works up to Rs. 2,500 each.	5,269 1 2	E. Minor Government buildings.	500 0 0
C. Larger works above Rs. 2,500 each.	35,635 11 8	F. Minor grants-in-aid Rs. 1,000 and under.	1,514 12 9
Total Rs.	44,961 15 4	G. Larger grants above Rs. 1,000.	0 0 0
From Educational Budget.	2,111 11 0		
Grand total,	47,073 10 4	Total,	2,111 11 0

In para. 108 you give further details as to School buildings; and the results, with regard alike to buildings built by the Department or by the help of Tahsíldárs, are far from satisfactory. It is so far gratifying to observe that, out of 575 buildings no less than 249 are given or lent free of rent; 262 have been already erected, with more or less success; and 64 have still to be hired. The substitution of tiled for flat roofs appear judicious, and you are alive to existing defects. But school buildings in Oudh are at present a blot which it will tax the care and energies of your Department, assisted by the Local Committees, to remove. Bad plans, bad workmanship, and worse supervision, betray a system radically wrong.

Para. 30. Municipal aid.

12. As municipalities recover their resources, as yet considerably crippled, it may be hoped that their grants for education will be enlarged.

Para. 31. Fees.

13. The increase in fees, though gradual, is satisfactory; in Government and Aided Schools, throughout the year, it was Rs. 2,837.

Paras. 29—34. Subscriptions.

14. It is not easy to gather the amount really raised by subscription. The rise in miscellaneous subscriptions collected by District Officers from Rs. 18,337 to Rs. 19,075, at a time when it was feared that spontaneous liberality might suffer a check, is very satisfactory. Nor should it be forgotten that the generosity of the subscribers is enhanced by the fact that every Malguzar already has to pay for schools a cess of eight annas per cent. on his jama; that the mass of T'alukdárs give an additional eight annas per cent. for the Canning College; and that, by the new rate, the amount paid in cesses has in effect been doubled.

The receipts from the Gondah District, Rs. 3,765, are particularly high ; and, spite of a slight falling off in the districts of Seetapoor, Hurdui, and Fyzabad, the subscriptions of the two divisions of Seetapoor and Fyzabad amount to no less than Rs. 15,306, out of the total sum, Rs. 19,075, collected in the Province. The contrast in the Roy Bareilly Division is complete. Its total subscriptions amount to Rs. 674 and to this the Roy Bareilly District contributes nothing.

Seetapoor Division, Rs. 6,651
Fyzabad Division, Rs. 8,655

Total, ... Rs. 15,306

Roy Bareilly, ... 0
Sultanpoor, ... 199
Pertabgurh, ... 475

Total, ... 674

15. During the year, schools have increased by 74; pupils by 3,545; and average daily attendance by 1,170. The Officiating Chief Commissioner agrees with you in thinking this progress satisfactory.

Para. 55, General statistics.

16. Statistics for indigenous schools are given for the first time. They are, as you point out, far from reliable, and more accurate information should be obtained. From the sources at command it would appear that, exclusive of Gondah, from which you furnish no returns, 507 indigenous schools, with 4,257 pupils on their rolls, maintain an average of 2,912 pupils throughout the year, and an average daily attendance of 2,099. The expenditure is put at Rs. 11,434 and at Rs. 4-4-4 per pupil. The amount realized from fees was not less than Rs. 7,959.

Paras. 27, 31, 35, 176, Indigenous schools.

The 4,257 pupils comprised,—

Mahomedans, ...	1,439
Hindús, ...	2,818
Total, ...	4,257

The latter were sub-divided into,—

Brahmans, ...	393
Chattrios, ...	301
Bais and Kyaths, ...	1,115
Sudras, ...	1,009
Total, ...	2,818

It is very possibly true that the number and importance of these Schools have perhaps been over-rated, and that they are not likely to hold their own alongside of efficient Government Schools. The fact however remains, that even the imperfect statistics now given for the first time show that about a tenth of the total number of pupils in the province are still taught in its indigenous schools; and that of these, 2,000 learn Persian, 1,000 Hindí, 256 Sanscrit, and 242 Arabic—the very subjects least taught in our departmental schools. Hitherto, the very existence of these schools appears to have been ignored; and we seem to have been doing a great deal for the people without taking the trouble to enquire what they have been doing for themselves. You say that it will not be difficult to bring these indigenous schools within the scope of the Government system, but you think that it would be necessary to appoint Sub-Deputy Inspectors to each District, on the ground that Inspectors and Deputy Inspectors have already as much work as they can possibly get through.

The subject should be fully and separately considered with the view of deciding whether any and what action is advisable.

Para. 141.

In the review of the report for 1869-70, it was remarked (in para. 5) that no educational funds can be better employed than in attracting these teachers to the normal schools. It does not appear from your report whether any of the 93 masters at the normal school belonged to the class of indigenous teachers.

Para 36. Apathy to Hindí.

Para. 180.

Para. 99.

17. You were struck by the apathy of the people to instruction merely in Nagrí and Hindí; and in the Government schools, whilst the number of boys who studied Urdú were 17,009, those studying Hindí were only 4,924. A curious illustration of the want of appreciation of Nagrí teachers is also quoted from Mr. Thompson in para. 99 of your report.

The predilection of the present class of pupils for the more directly remunerative Urdú is scarcely to be wondered at. But of 37,848 pupils, 10,646 only are cultivators; and the neglect of Hindí may be a sign that education has not yet really reached the masses.

Para. 38.

18. In this respect your figures bear out the contrast between the spread of primary education in the Central Provinces and in Oudh. Out of the 11 millions of the densely packed inhabitants of Oudh, but 37,848 attend our schools. In the scattered nine millions of the Central Provinces 63,848 attend. In other words, it would appear that whereas in the Central Provinces one child in 23 attends a school, in Oudh the number attending is about 1 in 49.

Para. 39. Appendix C. Middle Class examinations.

19. For the proposed middle class examinations you anticipate that some 450 students may be qualified, and that, if undeterred by the two Rupee fee, some 350 may perhaps present themselves.

Para. 40. Pensions for Masters at Canning College.

20. The Officiating Chief Commissioner regrets that the T'alukdárs have not as yet accepted the conditions under which the Government has expressed its willingness to extend to the masters and professors of the Canning College the terms of Financial Resolution No. 2197, dated the 4th April 1868. It is, however, to be noted that the salary of the masters attached to that institution were fixed at their present high rate in order that they should have no claim to pension.

Para. 41. University Examinations.

21. The increasing success of candidates at the Entrance Examinations is encouraging; 40 out of 57 students passed. Of the 40 successful candidates, 18 belonged to Government institutions; 18 to Canning College; and 4 to LaMartiniere. It is creditable to the masters of the Zillah schools at Lukhimpoor and Barabunkee that the three first places were secured by their pupils. The Canning College passed 18 out of 20 pupils for the Entrance Examination, six for the First Arts, and one for the Bachelor of Arts Examination.

There is, as you observe, reason to be satisfied with these results.

Still, Oonao, Roy Bareilly, Barabunkee, and Sultanpoor passed only one candidate each, whilst Gondah, Baraich, and Pertabgurh, sent up no candidates at all. A beginning, but only a beginning, has been made; and, as year by year the number of pupils who have attended school long enough to compete for these examinations is on the increase, very much larger numbers may be expected to go up.

22. In Government schools, the progress has been satisfactory; the increase having been, in schools, 70; in average number of pupils, 2,280; and in average daily attendance, 1,156. In expenditure from Imperial Funds there was a decrease of Rs. 104, in that from Local Funds there was an increase of Rs. 8,824. Collections from fees, Rs. 15,655, are still inconsiderable, but show an increase from every description of schools on the collections of the previous year. The Officiating Chief Commissioner observes that you are alive to the importance of raising this item of receipts as opportunity may offer.

Paras 44-46. Government Schools.

23. In the eleven zillah schools, the increase in pupils has been 236; in average daily attendance 207. The percentage of attendance on the numbers enrolled was 84. Fees show an increase of about 2 per cent; and, although the total expenditure increased by Rs. 2,142, the general average cost per pupil was Rs. 25-14-3, against Rs. 27-15-3, and the cost to Government Rs. 21-6-6, against Rs. 23-9-8. These figures are, however, still high, and show how much the Government is doing for the people in comparison with what they are doing for themselves. It is satisfactory to learn that the charge on the cess will be no longer necessary for zillah schools; and that the amounts hitherto charged against it on behalf of the branch schools will be paid in future by municipalities. These zillah schools are fairly creeping into their proper position as high schools; but in Baraich, Pertabgurh, and Sultanpoor, the progress has not been satisfactory. The results of the September examinations are creditable; nothing will be lost by due exactness on the part of the examiners, whose discrimination was borne out by the University Examinations. The progress made in the last seven years is shown by the increase in the four first classes:—

Paras. 47—52. Zillah schools.

	1865-66,	1870-71.
Class	I. 8	74
„	II. 22	147
„	III. 57	207
„	IV. 87	220

Your testimony to their general efficiency is gratifying.

24. The Officiating Chief Commissioner is inclined to agree generally with your remarks on the classification of schools. You explain that the three classes of school (high, middle, and primary) are in fact, kept distinct, although they are all in one building. It is as yet practically impossible in Oudh to act strictly up to the principle that each separate school should aim at giving a certain kind of education; and for the present we must, perhaps, be content if our middle, high, and primary schools be in reality "defined by graduation of study, of teachers, and of examination." At the same time you should bear steadily in mind the remarks contained in paras. 7-8 of the Government review of the report of 1869-70. A comparison between the poverty-stricken inhabitants of Oudh and the wealthier people of Bombay may not hold good; but the question remains, do not some zillah schools attempt to give a higher standard of education than is actually required, and cannot the funds at our disposal be utilized by a judicious amalgamation of these schools?

Para. 53. Classification of Schools.

Paras. 54, 55.
Detailed Classification of Zillah Schools.

25. The Lukhimpoor, Seetapoor, and Hurdui Schools, deserve notice for their success in the entrance examinations. Seetapoor, Gondah, Fyzabad, and Hurdui for the high percentage of attendance. In fees and in its number of high school pupils a very decided lead is taken by Fyzabad.

Paras. 57-66.
Individual Zillah Schools.

26. The head master of Sultanpoor appears to have been betrayed into a vice to which masters, all the world over, are peculiarly prone. Popular and attentive to his duties, he has allowed the general well-being of his school to be postponed to the preparation of a few boys for the University Examination. Your report on the Pertabgurh Zillah School is unsatisfactory. The more so as the liberality of Babú Ajit Singh has extended the benefits of the School to out-station pupils.

The testimony of Mr. Thomson shows that solid progress may be made by even an unsuccessful candidate for the University Examination. In the Baraich management there is something clearly wrong; at Barabunkee the progress under Mr. Daniell is satisfactory. In Oonao it is moderate; in Seetapoor it is very good. The generosity of the Lukhimpoor scholar Rajendranáth in giving up the scholarship which he had won, is fully appreciated by the Officiating Chief Commissioner.

Para. 67.
Zillah School buildings.

27. It is satisfactory to learn that at least all Zillah Schools are provided with suitable buildings.

Paras. 68-71.
Anglo-Vernacular Middle Class Schools.

28. The eighteen Anglo-Vernacular Middle Class Schools seem fairly to have held their own. The increase in scholars, in percentage of attendance, and in fees, with a decrease in expenditure, and a fall in the annual cost per pupil to Rs. 9-5-7, is satisfactory. The postponement of the study of English until a fair proficiency in the Vernacular has been gained, is a move in the right direction; for it may be questioned whether this class of school do not still absorb more than its fair share of the amount which can be devoted to education. These schools are already feeders of the Zillah High Schools; and, until a much further extension of the scholarship system has been effected, it may be difficult to carry out fully the wishes of Government as indicated in para. 9 of the review of the report of 1869-70. But here, as in the case of Zillah Schools, the same question presents itself—is not more money spent on this kind of school than is justified by the results, or by the actual requirements of the Province? The addition of a sixth class and the changes which you have introduced into the course of study will doubtless prove beneficial. The state of the Jais School is most unsatisfactory; and the Officiating Chief Commissioner will be glad to learn that a thorough reformation has been effected. The reports of the Inspectors trace clearly the activity of several committees, as well as the indifference of others.

Paras. 72-90.
Vernacular Town Schools.

29. By means of the grant of the municipality, six more Aided Vernacular Schools were opened in Lucknow; and this class of school has thus risen from 27 to 33, and their pupils from 2,428 to 2,709. At the same time each pupil has cost Rs. 5-11-0, instead of Rs. 5-13-6; and to Government Rs. 3-10-4, instead of Rs. 3-13-4.

Twenty-six scholarships, as against sixteen in 1869-70, were awarded; 18 of them being carried off by four successful schools. The steady rise in numbers in the higher classes is also a satisfactory proof of careful tuition.

Safípúr, ... 5
Malihabad, ... 5
Lucknow Chowk, ... 4
Kursí, ... 4

30. The Officiating Chief Commissioner has much pleasure in recognizing the liberality and intelligence of Sheikh Dost Mahomad, T'alukdár of Parryanah, by whose means the school-house at Nawabgunj Manikpoor has been made a substantial and handsome building, and whose influence with the masters and with the people has done much good.

Para. 88.

31. Village schools show an increase of 33 schools, and 1,837 pupils, but of only 427 in the average daily attendance.

Paras. 91-94. Village Schools.

In the review of the report of 1869-70 it was remarked:—"One point requires explanation. In 1866-67 the total average cost of these schools was Rs. 40; and the cost of each pupil was Rs. 1-15, now it has risen to more than double this sum; and yet, looking to what remains to be done, there is the clearest necessity for economy; and I am to request that you should endeavour to reduce both charges." In the year under review these charges have risen to Rs. 122-11-1 for each school, and to Rs. 3-4-7 for each pupil.

Para. 12.

The increase of cost is partly explained by the fact that, on the first opening of the Oudh schools, and especially in the Oonao district, only inferior teachers could be obtained, men who were well paid on Rs. 5 or 6 per mensem; and that, as the Normal school turned out better men, a rise in salary, and therefore a rise in costs, has become unavoidable. But the fact remains that the average cost per pupil is still much too high; and that the increase in pupils has not been proportionate with the increased cost of schools. The remedy seems not far to seek; although to secure both ends, efficiency and economy, great care and some tact may be required. It lies clearly, on the one hand, in a careful re-distribution of schools in centres calculated to command a large average attendance, and on the other, in a judicious selection of teachers from a class of men likely, on moderate pay, to make the most of what learning they have acquired in the Normal School. The first step you have already taken. In the western circle a good beginning has been made, and the number of schools in which there are less than 20 pupils has been judiciously reduced. In the Roy Bareilly Division, a similar step seems specially advisable. There are far too many schools in which the average attendance is very small, whilst it is clear that in the Sultanpoor and Roy Bareilly Districts this cannot be attributed to the small average population of each village.

32. As regards masters, it stands to reason that it is sound economy to have a few good schools well filled, and to secure good men as masters to fill them, and that time and money are both wasted over small half-filled schools under inefficient and ill-paid masters.

On this point some caution is necessary. You consider the mass of village teachers under-paid, and think that none should receive less than

Rs. 8 a month. This may be true; but the Officiating Chief Commissioner observes that, in the opinion of Mr. Thomson, the teachers in the Fyzabad District have "worked earnestly and successfully and seem generally to consider themselves very comfortable," and the statement given in para 94 of your report would show that of eighty-five teachers in this district, only four are in receipt of more than Rs. 8 a month, exclusive of fees, whilst there are forty-six who receives from Rs. 5 to 7.

In the Oonao District, on the other hand, the village schools have not done well; and yet the teachers of that district are now the best paid men of their class in Oudh. Out of one hundred and four teachers no less than thirty-three get more than Rs. 8 a month, and thirty draw from Rs. 7 to Rs. 8.

You cannot too carefully impress on your Deputy Inspectors the extreme importance of selecting good men as pupils for the Normal school. There must be throughout the Province large numbers of intelligent and respectable men who would make admirable village teachers, if they had the necessary training; and who would be satisfied with the moderate salary which the Department can afford. It can clearly not afford to enter into a general competition for the services of highly paid men in the prime of life; but must secure its teachers from those to whom age or circumstances have made teaching a congenial occupation, and who will be content with small pay but general respect. These and its own pupils seem to be the class from which village teachers should be drawn, and to fit those selected for this duty is the peculiar object of the Normal School.

Paras. 96-101. Eastern Circle.

33. The rise of fees in the Fyzabad and Baraich Districts is satisfactory, and the masters seem well to do. As more than once remarked, there is much room for improvement throughout the Roy Bareilly Division.

Paras. 102-107. Western School.

34. In the Lucknow District substantial progress has been made, and considerable interest is taken by District Officers in the progress of the Schools. In Oonao, the Schools have not done well; Barabunkee fell off in Scholars, but improved in average daily attendance. The reports from Hurdui and Seetapoor are good; and in Kheree the assistance rendered by the lambardárs in building schools is very gratifying.

Paras. 108-112. Libraries.

35. School buildings have been already considered. But the Officiating Chief Commissioner entirely agrees with you that expensive houses are not suited for ordinary village schools, which need not be superior, save in size and airiness, to ordinary village houses. The information as to school libraries is incomplete; the Lucknow library for masters is made good use of.

Paras. 113-138. Lower Class Government Girls' Schools.

36. Although it may be feared that the footing as yet secured in Oudh for female education is a somewhat precarious one, there are still clear signs of progress. With regard at least to junior pupils, difficulties of inspection will give way to time; till then, the feelings and even the

prejudices of the people must be treated with consideration. The apparent waste of money on dulies and Kahárs is to be regretted, but at present seems to be almost a necessary evil in Lucknow and Fyzabad, where you state that the schools would collapse if dulies were withdrawn. In the propriety of refusing to sanction them in any newly opened school the Officiating Chief Commissioner fully concurs. Spite of the difficulties of which you not unnaturally complain, real progress is shown in the increase in schools from thirty-eight to sixty-nine; in pupils from 879 to 1,369; and in average daily attendance from 714 to 1,056.

The temporary close of the Female Normal School, the employment of the Mistress as an Inspectress, and the devotion of the funds thus saved, to the opening of fresh schools, appear to have been judicious measures. It is satisfactory to learn that the trained Mistresses were all provided for, and that steps have been taken to open a Normal class at Goláganj.

In Malliabad the tact and energy of Munshí Mahomed Ibrahím, backed up by the intelligent influence of the resident gentry headed by the T'alukdár, Mahomed Ahmed Khan, are effecting very tangible results. The town has been aptly chosen as the site of a Normal training class, and the success of the experiment in the midst of a stirring Mahomedan population is particularly gratifying. Para. 143.

Not less so is the progress of female education among the Hindú population of Hurdui, and no small credit is due to the Inspector and Deputy Inspector who have succeeded in persuading the people to pay fees.

The want of Hindí School Mistresses and of a Hindí Normal training class is much felt, and should be remedied as soon as practicable. In the Eastern Circle the same want is felt, and, as remarked by Mr. Thompson, there is no difficulty in finding pupils, the difficulty is in finding teachers.

37. As regards the higher class of female education, the Officiating Chief Commissioner learns with pleasure that the effects of the panic with regard to the Zenaná teaching, so benevolently and perseveringly carried on, have now worn out. This kind of teaching appears to be peculiarly adapted to the conditions of Native society in Lucknow; and it may be worth consideration whether, whilst aiding the Zenaná Mission Agency to the utmost, the general resources of the Department could not be more advantageously concentrated in places where girls' schools are better appreciated than in Lucknow. Para. 175. Zenaná Teaching.

38. In the Normal School for masters, although the average cost per pupil rose from unavoidable causes from Rs. 98-8-6 to Rs. 112-11-11, the total cost fell from Rs. 19,412 to Rs. 14,657, a decrease of Rs. 4,755. The reduction of the needlessly large staff of masters, and the determination to insist on greater strictness in examination, commend themselves to the Officiating Chief Commissioner. Paras. 140-143. Government Normal School

The preponderance of students drawn from Lucknow rather than from the outlying districts, and the want of care in the selection by Deputy Inspectors of proper men may have had much to do with the feeling that village teachers were under-paid; nor does it seem that indigenous school masters have been tempted to the Normal School. Reduction in numbers seems to have been attended with a higher standard of attainment. The temporary reduction of the female Normal School has been already noticed.

Paras. 144-150. Private Schools under Government Inspection.

Grants-in-aid.

39. The number of these institutions increased by four. But the increase in average daily attendance throughout the year was also no more than four. Grants-in-aid show a decrease of Rs. 152; expenditure from other sources an increase of Rs. 13,676. With the exception of comparative expenditure and its results, about which more details would have been desirable, the information given on this important subject is full, and the results on the whole are not altogether unsatisfactory; but the Officiating Chief Commissioner would impress on you the necessity of economy in this class of schools, and of recommending still further reductions in the Grants-in-aid whenever the conditions are not strictly fulfilled. With reference to the remarks on Aided Schools, contained in paras: 18-21, of the Government Review of the Report of 1869-70, you were asked* to favour the Chief Commissioner with a succinct expression of your views as to the best method of placing the Grant-in-aid system in Oudh on a satisfactory footing. It is clear that much still remains to be done. 21 middle class aided schools, with an average attendance of 1,548 pupils, cost Government Rs. 16,499. 22 lower class aided schools maintained 1,240 pupils at a cost to Government of Rs. 4,322; the average cost per pupil to Government *alone* thus being Rs. 10-1-6 and Rs. 3-7-1, respectively. I am therefore again to request you to favour the Officiating Chief Commissioner with a full consideration of the Grant-in-aid system in the province; and, with special reference to ascertained results.

No. 674, dated 8th February 1871. Para. 9.

Paras. 151-153. Appendix E. The Canning College.

40. Of the Canning College you remark that the progress has been considerable. The results of the University Examination were satisfactory, and the Officiating Chief Commissioner is glad to see that the Principal has hopes that at the next examinations also the college will do unusually well.

Para, 154. Wards Institution.

41. Beyond the fact that since the establishment of the institution, five of the boarders have passed the Entrance Examination, and two have proceeded to their F. E. A., there is nothing said as to the progress of pupils from the Court of Wards.

Paras. 155-158. Aided Private Middle Class Schools.

42. In neither the Anglican Church Mission, nor in the American Mission Schools, are the results commensurate with the liberal Grants-in-aid; and, if the attendance do not materially increase, a further reduction will become imperative.

Paras. 159-168. Aided Schools Supported by Native Gentlemen.

43. The progress in aided schools supported by Native gentlemen is not what could have been wished, and it may be necessary to reduce the Grants-in-aid.

The Officiating Chief Commissioner notes that Mulráwán is the cheapest school of its class in Oudh, the cost to Government being only Rs. 3 per pupil; he also notes the activity of the committee and the progress in education generally exhibited in Futtehpúr. The Lucknow evening school is not holding its own.

Middle Class Schools Supported partly by General Subscriptions

44. The unaided school at Bhinga continues to do credit to the liberality of the Raja: it is the only Anglo-Vernacular School in Oudh which is entirely supported by a Native gentleman.

Para. 169. Bhingá School.

45. A good beginning has been made in giving village school scholarships; and the Officiating Chief Commissioner will watch with interest the development of the system which is at present in its infancy.

Paras. 177, 178. Scholarships.

With reference to this important subject, I am to draw your attention to the remarks contained in para. 22 of the Government Review of the Report for 1869-70.

46. The surest way of securing continuous employment for students will be the efficient discharge of their duties by those already selected, and the opinions of district officers will be asked as to the qualifications of those hitherto appointed, and as to the way in which they have done their work.

Para. 179. Employment of Students.

47. As regards the educated few the test of a real advance should perhaps be sought in the quality of the scholarship attained in English, Sanscrit, Arabic, and Persian; the sign of general progress in the education of the masses lying rather in the quantity of pupils who are acquiring a sound but lower knowledge of their mother tongue. As already noticed, it is open to question whether the small numbers who are taught Hindí, be not a token that the masses have not yet been got at.

Paragraph 180. Language.

48. The Book Department and the departmental newspapers are both firmly established, and the Officiating Chief Commissioner notices with interest the progress of the Associations of Lucknow, Gondah, and Seetapoor.

Paras. 182, 187. Books, Newspapers, Literary Societies, Jalsah-i-Tahzib

49. The Officiating Chief Commissioner concurs in the favourable opinion which you have expressed of the various officers in your department. He acknowledges the assistance rendered by the District Officers and Tahsíldárs named by you; and has much pleasure in recognizing as worthy of special notice the names of—

Paragraph 188.

The Mahárájá of Bulrámpúr.

The Rájá of Kapúrthalla, and the Rájás of Bhingá and Mahmúdábád.

Rájás Káshí Pershád, Prithí Pál Singh, Kishen Datt Pandé, and Hur Naráin Pandé, of Gondah.

Rájá Dakhinaranjan Mukerjí.

Mirzá Abbás Beg.

Rájá Tajam-ul-Hosen Khán, and Rájá Sarabjit Singh.

Rai Ibráhím Bali.

Mahomed Ahmed Khán, and Mahomed Násím Khán.

The Thakuráin of Simrí.

Bábú Ajit Singh and Shéikh Dost Mahomed, together with the long list of other benefactors to the department, as recorded by you.

50. In conclusion, the Officiating Chief Commissioner desires to acknowledge the industry and ability with which you have conducted the administration of the important Department committed to your charge.

I have the honour to be,

Sir,

Your most obedient servant,

H. B. HARINGTON, M. A.,

Offg. Secy. to the Chief Commissioner, Oudh.

TABLE II.—Government Schools of the higher class (superior

Name of Institution	Locality.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance during the year.	Average number of pupils on rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Fyzabad School, with 4 branches,	Fyzabad, ...	1st October 1860,	379	134	4	517	444	506	383	517	301	174	31	19	1 anna to Rs. 6
Roy Bareilly School, with 3 branches.	Roy Bareilly,	December 1861,	159	71	1	231	186	238	144	231	105	106	...	...	1 anna to Rs. 5
Sultanpoor School, ...	Sultanpoor,...	1861,	120	48	...	168	137	160	133	155	62	62	...	...	2 annas to Rs. 3
Oonao School, with 3 branches,	Oonao, ...	1st March 1861,	215	35	...	250	194	242	100	197	53	83	...	...	6 pie to Rs. 5
Hurdui School, with 3 branches,	Hurdui, ...	14th July 1862,	161	26	...	187	150	173	112	144	75	68	...	...	2 anna to Rs. 5
Seetapoor School, with 3 Branches,	Seetapoor, ...	18th October 1859.	126	86	2	214	171	196	127	177	68	166	9	24	1 anna to Rs. 5
Lukhimpúr School, with 1 branch.	Lukhimpúr,	1st May 1861,	108	48	2	158	128	158	88	158	23	48	...	...	1 anna to Rs. 5
Barabunkee School, with 3 Branches.	Barabunkee,	1st March 1861,	197	48	2	247	188	220	111	170	68	107	...	...	1 anna to Rs. 3
Total, ...	8 Schools, ...	...	1,465	496	11	1,972	1,598	1,893	1,198	1,749	755	814	40	43	6 pie to Rs. 6

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

zillah schools) in the Province of Oudh, for the year 1870-71.

Receipts.								Charges.					Annual cost of educating each pupil.	
From Government	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs. A. P		Rs. A. P	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
11,171 11 6	.	264 0 0	582 0 0	1,880 3 9	...	...	13,397 15 3	13,197 2 6	200 12 9	13,397 15 3	...	...	26 7 7	22 1 3
6,004 7 0	..	156 0 0	472 0 0	707 2 0	...	156 0 0	7,495 9 0	7,299 10 0	195 15 0	7,495 9 0	...	...	31 7 2	25 3 7
4,009 2 6	...	...	...	518 13 0	...	...	4,527 15 6	4,506 7 6	21 8 0	4,527 15 6	...	...	28 4 9	25 0 10
4,751 11 8	.	296 0 0	124 0 0	518 7 0	...	100 0 0	5,790 2 8	5,790 2 8	...	5,790 2 8	...	...	23 14 9	19 10 1
4,330 10 7	...	...	...	425 9 0	...	201 4 0	4,957 7 7	4,930 6 0	27 1 7	4,957 7 7	...	...	28 10 5	25 0 6
4,764 5 2	...	...	300 0 0	783 12 0	...	320 0 0	6,168 1 2	6,089 1 2	79 0 0	6,168 1 2	...	...	31 7 6	24 4 11
3,931 15 3	...	...	156 0 0	375 14 6	...	...	4,463 13 9	4,272 12 9	191 1 0	4,463 13 9	...	...	28 4 0	24 14 2
4,120 9 10	...	...	180 0 0	595 3 0	...	80 0 0	4,975 12 10	4,925 12 10	50 0 0	4,975 12 10	...	...	22 9 10	18 11 8
1,084 9 6	..	716 0 0	1,814 0 0	5,305 0 3	...	857 4 0	51,776 13 9	51,011 7 5	765 6 4	51,776 13 9	...	...	27 5 7	22 12 2

COLIN BROWNING, M. A,

Director of Public Instruction, Oudh.

TABLE II.A.—Government schools of the middle class (inferior Zillah

Province of Oudh

	Locality. Zillah.	Tahsil.	When established.	Number of pupils on the rolls at the end of the year. Hindús.	Mahomedans.	Others.	Total.	Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year. English.	Urdú.	Hindi	Persian.	Sanskrit.	Arabic.	Monthly rate of schooling fee.	From Government.
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
																	Rs. A. P.
Inferior Zillah Schools.	Gondah School, with 2 branches.	...	August 1859,	214	95	4	313	262	292	175	295	135	158	...	...	2 annas to Rs. 2	3350 0 0
	Petabgurh do., with 1 branch school.	...	12th March 1860,	101	29	..	130	108	137	102	130	130	48	..	...	1 anna to Rs. 5	2800 0 0
	Baraich do., with 3 branches	...	April 1868,	133	74	4	211	171	207	95	168	70	41	...	...	1 anna to Rs. 5	4912 12 5
	Total, ...	3 schools,...	... ...	448	198	8	654	541	636	372	593	335	247	...	...	1 anna to Rs. 5	11062 12 5

A.

Schools; Anglo-Vernacular Town and Vernacular Town Schools) in the for the year 1870-71.

Receipts							Charges					Annual cost of educating each pupil	
Proceeds of endowment	Local rate of assessment	Subscriptions, donations, &c	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current	Extraordinary.	Total.	Excess of receipts over charges	Excess of charges over receipts.	Total cost.	Cost to Government.
		Rs. A P.	Rs. A P		Rs. A. P.	Rs. A P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
	...	398 0 0	666 11 6	...	68 11 0	4483 6 6	4483 6 6	...	4483 6 6	...	...	15 5 7	11 7 6
	..	120 0 0	458 6 0		16 0 0	3394 6 0	3394 6 0	...	3394 6 0	...	...	24 12 5	20 7 6
...	..	...	578 9 0	.	338 4 6	5829 9 11	5329 9 11	500 0 0	5829 9 11	...	...	28 2 7	23 11 9
...	...	518 0 0	1703 10 6		442 15 6	13707 6 5	13207 6 5	500 0 0	13707 6 5	...	...	21 8 10	17 6 4

TABLE II.A.—Government schools of the middle class (inferior Zillah

Province of Oudh

	Locality. Zillah.	Tahsil.	When established.	Number of pupils on the rolls at the end of the year. Hindus.	Mahomedans.	Others.	Total.	Average daily attendance during the year	Average number of pupils on the rolls during the year	Number of pupils studying in each language at the close of the year. English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.	Monthly rate of schooling fee.	From Government.
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
																	Rs. A. P.
Inferior Zillah Schools.	Gondah School, with 2 branches.	...	August 1859,	214	95	4	313	262	292	175	295	135	158	.		2 annas to Rs. 2	3350 0 0
	Petabgurh do., with 1 branch school.		12th March 1860,	101	29	.	130	108	137	102	130	130	48			1 anna to Rs. 5	2800 0 0
	Baraich do., with 3 branches	..	April 1868,	133	74	4	211	171	207	95	168	70	41	.	...	1 anna to Rs. 5	4912 12 5
	Total, ...	3 schools,...	... ...	448	198	8	654	541	636	372	593	335	247	..	..	1 anna to Rs. 5	11062 12 5

		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
...	...	398 0 0	666 11 6	...	68 11 0	4483 6 6	4483 6 6	...	4483 6 6	...	...	15 5 7	11 7 6
...	...	120 0 0	458 6 0	...	16 0 0	3394 6 0	3394 6 0	...	3394 6 0	...	...	24 12 5	20 7 6
...	...	...	578 9 0	...	338 4 6	5829 9 11	5329 9 11	500 0 0	5829 9 11	...	...	28 2 7	23 11 9
...	...	518 0 0	1703 10 6	...	442 15 6	13707 6 5	13207 6 5	500 0 0	13707 6 5	...	...	21 8 10	17 6 4

																	Rs. A. P.
Anglo-Vernacular Town Schools.	Fyzabad, ...	Akberpore,	1st June 1864,	86	14	...	100	79	93	78	100	83	...	...	...	1 anna to Re. 1	1320 0 0
	Ditto, ...	Tandah, ... with 1 branch.	7th March 1860,	101	43	...	144	111	135	56	103	88	24	...	...	Ditto,	1056 0 0
	Gondah, ...	Utrowlah, ...	1st May 1864,	54	41	...	95	78	95	64	95	...	26	...	...	6 pies to Re. 1	1133 0 0
	Ditto, ...	Nawabgunj,	13th Octr. 1865,	115	13	...	128	83	114	64	121	108	25	2	...	1 anna to 4 ans.	403 0 0
	Ditto, ...	Colonelgunj,	June 1864,	85	25	...	110	89	106	40	78	86	6	...	...	Ditto,	926 13 9
	Barabunkee, ...	Durriabad, with 1 branch.	26th April 1861,	97	50	...	147	82	102	64	101	91	65	...	...	6 pies to Rs. 2	1105 6 5
	Ditto, ...	Rudowli, ...	1861,	26	56	...	82	56	64	55	82	...	40	...	...	1 anna to 4 ans.	864 0 0
	Ditto, ...	Ramnagar,	1st April 1861,	62	8	...	70	52	64	30	70	10	5	4	...	6 pies to 8 ans.	701 13 0
	Ditto, ...	Hydergurh, with 1 branch.	1st April 1864,	79	3	...	82	52	82	53	82	51	20	...	...	6 pies to Rs. 2	1079 8 9
	Oonao, ...	Poorwah, ... with 1 branch.	May 1862,	154	15	...	169	115	155	63	95	74	39	...	...	1 anna to 8 ans.	1619 12 9
	Roy Bareilly, ...	Inhonah, ...	Not known,	49	15	...	64	49	64	46	58	14	20	1	...	6 pies to 8 ans.	1044 0 0
	Ditto, ...	Jais, ...	13th Jany. 1860,	26	64	...	90	63	102	54	90	...	25	...	...	Ditto,	1380 0 0
	Seetapoor, ...	Biswah, ... with 1 branch	15th Feby. 1862,	110	18	...	128	103	124	72	121	97	39	...	...	6 pies to Rs. 2	1370 0 0
	Hurdui, ...	Sháhábad.... with 5 branches.	1st Octr. 1860,	104	162	...	266	217	263	98	266	...	34	...	...	6 pies to Re. 1	1758 0 3
	Ditto, ...	Bilgram, ... with 2 branches.	15th Octr. 1860,	79	82	...	161	125	152	79	161	...	47	...	...	1 anna to Rs. 2	924 0 0
	Ditto, ...	Sundeelah, with 2 branches.	February 1862,	87	82	...	169	149	167	89	169	...	77	...	...	6 pies to 8 ans.	794 0 0
	Kheree, ...	Golah, ...	1st Jany. 1862,	75	14	...	89	66	87	47	89	84	14	...	...	6 pies to Rs. 2	534 0 0
	Ditto, ...	Mohumdí,... with 1 branch.	1st Jany. 1861,	84	36	...	120	109	127	77	120	105	33	...	...	1 anna to Rs. 2	1320 0 0
	Total, ...	18 schools,	... ...	1473	741	...	2214	1678	2096	1129	2001	891	539	7	...	6 pies to Rs. 2	19333 6 11

	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
...	...	...	110 15 0	...	...	1430 15 0	1430 15 0	...	1430 15 0	...	...	15 6 2	14 3 1
...	132 0 0	480 0 0	143 0 0	...	...	1811 0 0	1811 0 0	...	1811 0 0	...	...	13 6 4	7 13 1
...	...	42 0 0	127 9 0	...	...	1305 9 0	1305 9 0	...	1305 9 0	...	...	13 11 10	11 14 9
...	...	586 10 6	78 3 0	...	3 0 0	1067 13 6	1067 13 6	...	1067 13 6	...	...	9 5 10	3 8 6
...	...	...	81 15 0	...	...	1008 12 9	1008 12 9	...	1008 12 9	...	...	9 8 3	8 11 10
...	88 0 0	34 4 0	125 8 6	...	...	1353 2 11	1351 10 11	1 8 0	1353 2 11	...	...	13 4 3	10 13 4
...	...	376 5 8	62 0 0	...	...	1305 5 8	1296 2 8	9 3 0	1305 5 8	...	...	20 6 4	13 8 0
...	...	235 0 0	56 15 0	...	3 0 0	993 12 0	985 15 0	7 13 0	993 12 0	...	...	15 9 0	10 15 5
...	38 11 6	...	108 0 0	...	...	1228 11 1	1228 11 1	...	1228 11 1	...	...	14 15 9	13 2 7
...	120 0 0	...	117 12 0	...	2 6 10	1857 8 9	1790 8 9	67 0 0	1857 8 9	...	...	11 15 9	10 7 2
...	35 0 0	...	55 12 6	...	...	1134 12 6	1134 12 6	...	1134 12 6	...	...	17 11 8	16 5 0
...	...	...	79 0 6	...	...	1459 0 6	1459 0 6	...	1459 0 6	...	...	14 4 10	13 8 5
...	84 0 0	...	149 12 0	...	...	1603 12 0	1603 12 0	...	1603 12 0	...	...	12 14 11	11 0 9
...	148 3 7	...	239 10 3	...	...	2145 14 1	2127 13 10	18 0 3	2145 14 1	...	...	8 2 6	6 10 11
...	180 0 0	240 0 0	153 4 0	...	...	1497 4 0	1497 4 0	...	1497 4 0	...	...	9 13 7	6 1 3
...	120 0 0	330 0 0	145 1 6	...	...	1389 1 6	1389 1 6	...	1389 1 6	...	...	8 5 1	4 12 1
...	...	556 0 0	71 8 6	...	...	1161 8 6	1131 8 6	30 0 0	1161 8 6	...	...	13 5 7	6 2 2
...	60 0 0	24 0 0	148 5 6	...	...	1552 5 6	1552 5 6	...	1552 5 6	...	...	12 3 7	10 6 3
...	1005 15 1	2904 4 2	2054 4 3	...	8 6 10	25306 5 3	25172 13 0	133 8 3	25306 5 3	...	...	12 1 2	9 3 7

																		Rs. A. P.
Vernacular Town Schools.	Baraich, ...	Nanpára,	15th April 1864,	43	30	1	74	56	74	...	46	38	9	4	2	6 pies to 8 ans.	480 0 0
	Fyzabad, ...	Nagpore, Jelalpore.	1st July 1864,	44	43	...	87	67	83	...	59	36	15	...	...	6 pies to 2 ans.	474 0 0
	Oonao, ...	Chumrouli, with 1 branch.	1st March 1861,	107	4	...	111	75	119	...	58	80	43	3	...	6 pies to 8 ans.	520 0 0
	Ditto, ...	Suffipúr, with 3 branches.	1861,	80	66	...	146	102	145	...	146	...	54	...	1	1 anna to 4 ans.	620 0 0
	Ditto, ...	Behar, with 1 branch.	1st August 1864,	92	4	...	96	67	98	...	60	37	30	...	6	6 pies to 4 ans.	407 11 4
	Ditto, ...	Bhagwantnagar.	Ditto,	73	4	...	77	63	80	...	[illegible]	7	38	...	...	6 pies to 2 ans.	438 0 0
	Roy Bareilly, ...	Salone,	1st Octr. 1864,	10	66	...	76	51	61	...	74	2	50	...	...	3 pies to 1 anna.	455 2 3
	Sultanpoor, ...	Jugdeespúr,	8th Jany. 1865,	28	15	...	43	41	46	...	36	13	21	...	...	6 pies to 2 ans.	394 0 0
	Pertabgurh, ...	Puttee,	15th Novr. 1864,	82	6	...	88	76	87	...	76	44	41	...	...	1 anna to 8 ans.	564 0 0
	Ditto, ...	Behar,	1st Jany. 1865,	34	17	...	51	44	58	...	51	...	21	...	...	6 pies to 4 ans.	444 0 0
	Seetapoor, ...	Misrick,	1st Feby. 1862,	79	6	...	85	63	73	...	33	65	15	15	...	Ditto,	564 0 0
	Ditto, ...	Baree,	22nd Mar. 1862,	15	45	...	60	44	62	...	55	5	26	...	...	6 pies to 8 ans.	632 3 0
	Barabunkee, ...	Koorsee, with 2 branches.	1861,	28	83	...	111	92	113	...	111	...	111	...	...	3 pies to 2 ans.	609 3 7
	Lucknow, ...	Mallihabad, with 3 branches.	1st July 1864,	110	133	...	243	195	262	...	161	47	101	...	13	6 pies to 4 ans.	1123 5 4
	Ditto, ...	Amethi, with 5 branches.	1st Octr. 1864,	40	73	...	113	141	176	...	87	26	42	4	...	6 pies to 2 ans.	586 0 0
	Ditto, ...	Lucknow, Model school.	1st Septr. 1870,	53	39	1	93	69	84	...	85	29	22	...	...	Ditto,	90 0 0
	Ditto, ...	Lucknow, Chauk school.	15th July 1865,	66	83	...	149	80	114	...	140	...	135	...	...	6 pies to 1 anna.	498 0 0
	Ditto, ...	Mohunlalgunj.	21st April 1869,	20	...	...	20	23	33	...	11	9	10	...	...	1 anna to 2 ans.	...
	Ditto, ...	Kakoree,	1st Feby. 1867,	25	53	...	78	58	82	...	78	...	48	...	12	6 pies to 8 ans.	...
	Ditto, ...	Bijnour,	Ditto,	29	37	...	66	35	50	...	46	20	19	...	...	6 pies to 1 anna.	...
	Oonao, ...	Moradabad,	1st Septr. 1868,	61	5	...	66	70	78	...	33	59	22	...	...	6 pies to 8 ans.	150 0 0
	Ditto, ...	Morawan,	Ditto,	93	13	...	106	95	120	...	14	95	2	15	...	Ditto,	144 0 0
	Ditto, ...	Bethur,	Ditto,	93	2	...	95	77	95	...	31	51	13	...	...	Ditto,	144 0 0
	Ditto, ...	Bangermaw.	1st Septr. 1865,	47	13	...	60	51	60	...	22	38	...	...	...	Ditto,	176 0 0
	Ditto,* ...	Mohan No. 1.	1st April 1869,	...	...	...	...	22	27	...	...	...	...	...	...	1 anna to 8 ans.	...
	Ditto,† ...	Mohan No. 2.	Ditto,	...	...	...	...	21	24	...	...	...	...	...	...	Ditto,	...
	Hurdui, ...	Bawan,	1st Septr. 1868,	78	17	...	95	64	89	...	41	55	14	10	...	3 pies to 1 anna.	145 0 0
	Pertabgurh, ...	Manickpoor,	1869,	33	21	...	54	49	58	...	51	3	30	...	...	Ditto,	120 0 0
	Lucknow, ...	Mooftegunj,	17th Octr. 1870.	12	88	...	100	26	52	...	78	...	21	...	1	6 pies to 1 anna.	20 0 0
	Ditto, ...	Mahboobgunj	24th Octr. 1870.	16	45	...	61	30	43	...	40	...	5	...	2	6 pies to 2 ans.	20 0 0
	Ditto, ...	Hoseingunj.	13th Octr. 1870,	51	14	2	67	40	53	...	22	38	7	...	...	1 anna,	20 0 0
	Ditto, ...	Naubusta,	20th Octr. 1870,	65	...	...	65	21	36	...	15	26	26	...	...	6 pies to 1 anna.	20 0 0
	Ditto, ...	Raheemnagar with 1 branch.	1st Feby. 1867	52	21	...	73	53	71	...	71	...	17	...	...	Ditto,	20 0 0
	Total, ...	33 schools.	... ...	1659	1046	4	2709	2061	2706	...	1901	823	1008	51	37	3 pies to 8 ans.	9878 9 6
	Grand total,...	54 schools.	... ...	3580	1985	12	5577	4280	5438	1501	4495	2049	1794	58	37	3 pies to Rs. 5	40274 12 10

*Closed during the year.
† Ditto ditto.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

Schools; Anglo-Vernacular Town and Vernacular Town Schools) in the for the year 1870-71.

Receipts.							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
Proceeds of endowment.	Local rate of assessment	Subscriptions, donations, &c	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current	Extraordinary.	Total.			Total cost.	Cost to Government.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
...	..	...	54 1 0	...	...	534 1 0	534 1 0	..	534 1 0	.	...	7 3 6	6 7 9
...	76 0 0	...	52 2 0	...	...	602 2 0	602 2 0	...	602 2 0	...	...	7 4 1	5 11 4
...	120 0 0	...	72 11 6	...	...	712 11 6	696 11 6	16 0 0	712 11 6	...	...	5 15 10	4 5 11
...	167 0 0	...	33 12 0	...	...	820 12 0	820 12 0	...	820 12 0	...	...	5 10 6	4 4 5
...	73 0 0	...	31 2 0	...	...	511 13 4	495 13 4	16 0 0	511 13 4	.	...	5 3 7	4 2 7
...	...	...	23 6 6	...	...	461 6 6	405 6 6	56 0 0	461 6 6	.	..	5 12 3	5 7 7
...	...	...	11 3 0	...	...	466 5 3	466 5 3	...	466 5 3	..	...	7 10 3	7 7 4
...	...	...	27 12 0	...	...	421 12 0	421 12 0	...	421 12 0	...	...	9 2 8	8 9 0
...	...	...	44 8 0	...	...	608 8 0	608 8 0	...	608 8 0	...	...	6 15 11	6 7 8
...	...	...	31 13 0	...	...	475 13 0	475 13 0	...	475 13 0	...	...	8 3 3	7 10 6
...	...	...	26 0 0	...	...	590 0 0	590 0 0	...	590 0 0	...	...	8 1 4	7 11 7
...	33 0 0	...	48 0 0	...	...	713 3 0	645 0 0	68 3 0	713 3 0	...	...	11 8 0	10 3 2
...	132 0 0	...	30 0 0	...	...	771 3 7	716 9 7	54 10 0	771 3 7	...	...	6 13 2	5 6 3
...	...	437 0 0	91 0 0	...	2 7 0	1653 12 4	1653 12 4	...	1653 12 4	...	...	6 4 11	4 4 7
...	210 14 6	...	32 15 0	...	1 4 4	831 1 10	831 1 10	...	831 1 10	...	...	4 11 6	3 5 3
...	200 0 0	...	4 5 3	...	...	294 5 3	288 0 0	6 5 3	294 5 3	...	...	3 8 1	1 1 1
...	...	...	39 1 9	..	710 0 0	1247 1 9	1247 1 9	...	1247 1 9	...	...	10 15 0	4 5 10
...	183 2 0	150 0 0	12 12 6	...	0 7 3	346 5 9	346 5 9	...	346 5 9	.	.	10 7 11	...
...	239 15 3	...	18 6 6	...	22 8 0	280 13 9	264 15 9	15 14 0	280 13 9	...	...	3 6 9	...
...	141 0 3	...	10 13 6	...	...	151 13 9	141 0 3	10 13 6	151 13 9	...	...	3 0 7	...
...	101 0 0	120 0 0	33 2 6	...	...	404 2 6	404 2 6	...	404 2 6	...	...	5 2 11	1 14 9
...	116 0 0	120 0 0	31 0 6	...	...	411 0 6	411 0 6	...	411 0 6	...	...	3 6 9	1 3 2
...	102 0 0	120 0 0	23 6 0	...	...	389 6 0	389 6 0	...	389 6 0	...	...	4 1 7	1 8 3
...	101 0 0	120 0 0	21 4 0	...	...	418 4 0	418 4 0	..	418 4 0	...	...	6 15 6	2 14 11
...	24 0 0	24 0 0	28 13 0	...	...	76 13 0	76 13 0	...	76 13 0	...	...	2 13 6	...
...	18 0 0	18 0 0	24 12 0	...	...	60 12 0	60 12 0	...	60 12 0	...	...	2 8 6	...
...	120 0 0	145 0 0	27 0 6	...	...	437 0 6	437 0 6	...	437 0 6	...	...	4 14 7	1 10 1
...	45 1 6	120 0 0	11 6 0	...	...	296 7 6	296 7 6	...	296 7 6	..	...	5 1 9	2 1 1
...	...	...	3 13 0	...	34 13 11	58 10 11	58 10 11	...	58 10 11	...	...	1 2 1	0 6 2
...	...	...	7 6 0	...	40 3 3	67 9 3	67 9 3	...	67 9 3	...	...	1 9 2	0 7 5
...	...	...	11 3 0	...	48 0 10	79 3 10	79 3 10	...	79 3 10	...	...	1 7 11	0 6 0
...	...	...	3 8 0	...	37 8 9	61 0 9	61 0 9	...	61 0 9	...	..	1 11 1	0 8 10
...	78 10 9	...	16 11 6	...	24 8 0	139 14 3	132 0 6	7 13 9	139 14 3	...	...	1 15 6	0 4 6
...	2281 12 3	1374 0 0	939 3 6	...	921 13 4	15395 6 7	15143 11 1	251 11 6	15395 6 7	...	...	5 11 0	3 10 4
..	3287 11 4	4796 4 2	4607 2 3	...	1353 3 8	54409 2 3	53523 14 6	885 3 9	54409 2 3	...	...	10 0 1	7 6 6

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE III.—Government Schools of the lower class (vil

Name of Institution.	District.	Number of Schools.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
				Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanscrit.	Arabic.	
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
VILLAGE SCHOOLS.	Lucknow with 14 branches,	39	1867, 1868, 1869, 1870,	1862	362		2224	1563	2110	..	812	1428	243	..	..	3 pie to 4 annas.
	Barabunkee, ...	68	1867, 1868, 1869, 1870, 1871,	1995	834		2829	1960	2529	.	1815	778	772	25	..	3 pie to 8 annas.
	Oonao, ..	64	1865, 1866, 1867, 1868, 1869, 1870,	2506	291		2797	2081	2706		1292	1539	270	..	.	3 pie to 2 annas.
	Soetapoor, ...	54	1867, 1868, 1869, 1870, 1871,	1801	545	20	2366	1748	2210	...	1117	1232	117	.		3 pie to 4 annas.
	Hurdui, ..	72	1867, 1868, 1869, 1870, 1871,	2982	262	.	3244	2405	2983	...	734	2548	165			3 pie to 8 annas.
	Kheree, ..	12	1867, 1869,	429	35	3	467	372	445	..	71	403	..	...	.	3 pie to 2 annas.
	Fyzabad, ...	51	1867, 1868, 1869, 1870, 1871,	1546	486	4	2036	1368	1759	..	616	1166	145	.	.	6 pie to 2 annas.
	Gondah, ..	1	1867, 1868, 1869, 1870, 1871,	24	10	1	35	23	29	...	29	...	6	.	.	6 pie to 2 annas.
	Baraich, ...	39	1868, 1869, 1870, 1871,	1000	318	..	1318	907	1177	..	827	514	94		...	6 pie to 8 annas.
	Roy Bareilly, .	62	1866, 1867, 1868, 1869, 1870, 1871,	1877	369	7	2253	1617	2159	.	210	1113	53		...	3 pie to 4 annas.
	Sultanpoor, ..	59	1866, 1867, 1868, 1869, 1870,	1720	347	...	2067	1392	1871	.	1343	1773	230	...	..	6 pie to 8 annas.
	Pertabgurh,	54	1866, 1867, 1868, 1869, 1870, 1871,	1204	430		1634	1126	1467	.	913	753	139	.	.	3 pie to 2 annas.
	Total, ...	575	...	18946	4289	35	23270	16562	21445	..	9779	13247	2234	25	.	3 pie to 8 annas.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

lage schools) in the Province of Oudh, for the year 1870-71.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
		Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.			Rs. A. P.		
...	...	5227 8 7	...	379 8 9	..	..	5607 1 4	5291 10 6	315 6 10	5607 1 4	...	...	2 10 6	...	
..	...	7412 1 4	...	631 14 9	..	..	8044 0 1	7727 9 1	316 7 0	8044 0 1	...	...	3 2 10	...	
..	...	9028 12 6	...	490 8 6		..	9519 5 0	8642 8 8	876 12 4	9519 5 0	...	...	3 8 3	...	
..	...	5403 13 10	...	659 13 0	..	..	6063 10 10	6063 10 10	...	6063 10 10	...	...	2 11 10	...	
..	...	10245 15 5	...	934 14 3	..	..	11180 13 8	8434 1 5	2746 12 3	11180 13 8	...	...	3 11 11	...	
..	...	1077 8 5	...	141 12 0	.	...	1219 4 5	1219 4 5	...	1219 4 5	...	...	2 11 10	...	
...	...	5562 15 1	...	657 10 3		..	6220 9 4	6071 1 4	149 8 0	6220 9 4	...	...	3 8 6	...	
...	...	63 0 0	...	2 10 0	..	.	65 10 0	65 10 0	...	65 10 0	...	...	2 4 2	...	
..	...	3507 13 11	...	670 15 9	..	...	4178 13 8	4158 13 8	20 0 0	4178 13 8	...	...	3 8 9	...	
..	...	7118 0 6	...	402 0 0	...	..	7520 0 6	7118 0 6	402 0 0	7520 0 6	...	...	3 7 8	...	
..	...	5057 0 0	...	545 10 0	...	...	5602 10 0	5602 10 0	...	5602 10 0	...	...	2 15 10	...	
...	...	5185 3 0	...	136 0 0	...	...	5321 3 0	5321 3 0	...	5321 3 0	...	...	3 10 0	...	
..	...	64889 12 7	...	5653 5 8	...	..	70543 1 10	65716 3 5	4826 14 5	70543 1 10	...	...	3 4 7	...	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE III. A.—Government Female Schools

Name of Institution.	Locality.	When established.	Number of Pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Model School, ...	Lucknow city, ...	17th Aug. 1868,	...	16	...	16	17	20	...	16	...	...	...	...	...
Chowk, ...		17th May 1867,	...	16	...	16	17	20	...	16	...	...	...	...	...
Newazgunj, ...		23rd April „	...	16	...	16	17	20	...	16	...	...	...	...	...
Patanalah, ...		25th „ „	...	16	...	16	17	20	...	16	...	...	...	...	...
Rajah ká Bazár, ...		21st May „	...	18	...	18	15	18	...	18	...	...	...	...	...
Mukbúlgunj, ...		Oct. „	11	10	...	21	20	26	...	10	21	...	...	...	...
Futtehgunj, ...		14th Feb. „	9	6	...	15	13	16	...	...	15	...	...	...	...
Golagunj, ...		Jan. 1871,	...	5	2	7	6	7	...	7	...	...	...	...	...
Nakhas, ...		„ „	...	4	...	4	4	5	...	4	...	...	...	...	...
Mahbúbgunj, ...		Feb. „	...	8	...	8	5	7	...	8	...	...	...	...	...
Jhawáitoláh, ...		Oct. 1870,	...	14	...	14	11	14	...	14	...	...	...	...	...
Khalispoor, ...	Lucknow district, ...	June „													
Kákoree, ..		Aug. „													
Kusmundí, ...		Oct. „													
Mahonah, ...		March „													
Mandiaon, ...		Feb. „													
Amethee, ...		Oct. „													
Bakass, ..		Dec. 1868,	97	115	...	212	159	208	...	114	98	...	...	...	...
Goshayeengunj, ...		April „													
Nagram, ...		June 1869,													
Mall, ...		April 1870,													
Thawur, ...		Oct. „													
Mow, ...		March „													
Malihabad, ...	Lucknow district ...														
Sudderpoor, ...		Dec. 1867,													
Mirzagunj, ...		Dec. „													
Bakhtiyar Nagur, ...		June 1869,	...	119	...	119	92	109	...	119	...	...	...	61	...
Kewulhar, ...		June „													
Normal School, Malihabad, ...		Dec. „													
		Oct. 1870,													
Nawabgunj, ...	Barabunkee district,	22nd Sept. „													
Rusoulee, ...		6th Jan. 1868,													
Tikra Osman, ...		1st May „	1	83	...	84	73	84	...	84	...	...	...	...	...
Tikra Moortaza, ..		1st April 1869,													
Koorsee, ...		15th Nov. 1868,													
Koorsut, ...	Oonao district, ...	1st April 1870,	...	19	...	19	17	20	...	19	...	...	...	...	...
Khaki Serai, including one Branch, ...	Seetapoor district, ...	Oct. 1868, and Sept. 1870,													
Runnoopoor, ...		Dec. 1868,													
Doulutpoor, ...		Aug. 1869,	118	1	...	119	105	114	...	...	119	...	...	...	...
Ramkote, ...		Oct. „													
Misrick, ...		May 1870.													
Carried over total,...	40 schools.	...	236	466	2	704	588	708	...	461	253	...	...	61	...

A.

in the Province of Oudh, for the year 1870-71.

Receipts								Charges.			Excess of receipts over charges.	Excess of charges over receipts	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment	Subscriptions, donations, &c	Fees, fines, &c	Sale of books	Other sources.	Total.	Current.	Extraordinary	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P			Rs. A P.	Rs. A. P.	
1944 5 7	...	...	...	...	...	...	1944 5 7	1944 5 7	...	1944 5 7	...	...	11 3 9	11 3 9	
258 8 0	...	167 8 0	...	...	...	21 8 0	447 8 0	411 0 0	36 8 0	447 8 0	...	...	2 2 5	1 3 10	
633 9 6	...	135 0 0	...	...	...	...	768 9 6	708 0 0	60 9 6	768 9 6		...	7 0 9	5 14 5	
162 2 0	...	242 8 0	...	...	...	...	404 10 0	388 0 6	16 9 6	404 10 0	...	...	4 13 1	1 14 10	
...	...	69 0 0	...	...	...	...	69 0 0	69 0 0	...	69 0 0	...	...	3 7 2	...	
250 2 0	...	125 0 0	...	...	...	...	375 2 0	300 0 0	75 2 0	375 2 0	...	...	3 4 7	2 3 1	
3248 11 1	...	739 0 0	...	...	...	21 8 0	4009 3 1	3820 6 1	188 13 0	4009 3 1	...	...	5 10 5	4 9 5	

Brought forward total,	40 schools,	...	236	466	2	704	588	708	...	461	253	...	...	61	...
Pehani No. I., ...	Hurdui district, ...	Oct. 1868,	306	9	...	315	212	256	...	10	305	...	...	...	...
Do. No. II., ...		Feb. 1869,													
Do. No. III., ...		July „													
Mujhya, ...		Oct. „													
Bakhurya, ...		Jan. „													
Raegaeen, ...		May 1868,													
Sukra, ...		do. 1869,													
Oudhurnpúr, ...		Sept. 1870,													
Jarauli, ...		Feb. „													
Bawan, ...		Sept. „													
Kooraree, ...		Dec. „													
Purial, ...		March 1871,													
Barwarah, ...		March „													
Lehna, * ...		Jan. 1869,													
Mahomdee, ...	Kheree district, ...	1868,	11	6	...	17	11	18	...	6	11	...	...	...	...
Moghulpoora, ...	Fyzabad City, ...	1867,	3	128	...	131	88	105	...	131	...	...	...	...	...
Khurd Mehul, ...		„													
Shahzadpoor, ...	Fyzabad district, ...	15th Augt. 1870,	...	43	...	43	32	39	...	43	...	...	...	...	...
Tandah, ...		1st Feb, 1871,													
Akberpoorah, ...	Baraich City, ...	Jan. 1870,	...	24	...	24	20	25	...	24	...	...	...	...	...
Chhaonee, ...		do. „													
Katawan, ...	Sultanpoor district, ...	April 1869,	18	16	...	34	27	35	...	16	18	...	...	...	...
Jugdeespoor, ...		do. 1870,													
Aflipoor, † ...	Sultanpoor City, ...	1870,	4	82	...	86	65	93	...	86	...	...	...	...	...
Sultanpoor, ...		Sept. 1867,													
Dehwa, ...		Do.													
Piyaree Putty, ...		Do.													
Tiari, ...		Feb. 1870,													
Nawabgunj, ...	Pertabgurh district,...	Oct. „	...	15	...	15	13	14	...	15	...	...	...	...	...
Total, ...	69 schools,	...	578	789	2	1369	1056	1293	...	792	587	...	...	61	...

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 16th June 1871.

A.

in the Province of Oudh, for the year 1870-71.

Receipts								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c	Sale of books.	Other sources.	Total.	Current.	Extraordinary	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P			Rs. A. P.	Rs. A. P.	
3248 11 1	...	739 0 0	...	...	...	21 8 0	4009 3 1	3820 6 1	188 13 0	4009 3 1	..	..	5 10 5	4 9 5	
206 8 0	...	782 4 0	...	...	...	11 7 6	1000 3 6	972 3 6	28 0 0	1000 3 6	...	...	3 14 6	0 12 11	* Lehna school closed during the year.
...	...	...	85 8 0	...	...	...	85 8 0	85 8 0	...	85 8 0	...	...	4 12 0	...	
1086 0 0	...	...	...	...	...	...	1086 0 0	1086 0 0	...	1086 0 0	...	..	10 5 6	10 5 6	
...	...	36 0 0	...	...	...	...	36 0 0	36 0 0	...	36 0 0	...	...	1 9 6	1 9 6	
81 12 0	...	95 0 0	...	...	...	2 8 6	179 4 6	179 4 6	...	179 4 6	...	...	7 2 9	3 4 4	
...	...	144 0 0	...	...	...	...	144 0 0	144 0 0	...	144 0 0	...	...	4 1 9	...	
295 15 6	...	...	...	...	...	...	295 15 6	295 15 6	...	295 15 6	...	...	3 2 11	3 2 11	† Adipoor school closed during the year.
...	...	23 1 0	...	...	...	...	23 1 0	23 1 0	...	23 1 0	...	...	1 10 4	...	
4918 14 7	...	1819 5 0	85 8 0	...	...	35 8 0	6859 3 7	6642 6 7	216 13 0	6859 3 7	..	...	5 4 10	3 12 10	

COLIN BROWNING, M. A.

Director of Public Instruction, Oudh.

TABLE III. B.—Government Jail Schools in

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Jail School Lucknow.															
Male School, ..	Doorga Khera, Lucknow,	27th September 1867,	65	23	3	91	59	67	...	33	58	...	...	...	Nil.
Female School, ..	Ditto,	22nd January 1871,	15	5	...	20	19	19	...	20	...	...	...	...	Nil.
	Total, ..	...	80	28	3	111	78	86	...	53	58	...	...	...	Nil.
Jail School, Sultanpoor,	Sultanpoor Jail,	1868,	6	1	...	7	7	...	...	...	7	...	...	...	...
Total, ...	2 Schools,	...	86	29	3	118	85	86	...	53	65	...	...	...	Nil.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

the province of Oudh, for the year 1870-71.

Receipts.								Charges.					Annual cost of educating each pupil.		
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fee, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.		
..	..	..	..	..	..	360 0 0	360 0 0	360 0 0	..	360 0 0	..	..	5 5 11	..	
..	..	..	..	..	..	23 4 0	23 4 0	23 4 0	..	23 4 0	..	..	1 3 7	..	
..	..	..	..	..	..	383 4 0	383 4 0	383 4 0	..	383 4 0	..	..	4 7 3	..	
...	...	..	..	..	..	...	..	..	..	..	..	..	..	..	
..	...	...	...	..	...	383 4 0	383 4 0	383 4 0	...	383 4 0	...	...	4 7 3	...	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE IV.—Private Colleges and Collegiate Institutions in the Province of

Name of institution.	Locality.	When established	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.	Proceeds of endowment.	Local rate of assessment.
			Hindoos.	Mahomedans.	Others.	Total			English.	Urdú.	Hindi.	Persian.	Sanskrit.	Arabic.				
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12	13
																Rs. A. P.		
Canning College. College Department,	Ameenabad,	Jany. 1866,	45	10	1	56	34	40	56	...	...	...	34	16	8 Ans. to 5 Rs.	12,985 13 10	...	...
School Department.	Ditto.	1st April 1864,	224	58	14	296	219	262	296	234	...	...	104	40	8 Ans. to 5 Rs.	8,390 11 11	...	...
Oriental Department.	Ditto,	Ditto.	56	99	...	155	118	145	...	26	23	49	36	62	1 An. to 4 Ans.	2,822 9 5	...	...
Preparatory school.	Ditto,	February 1870,	141	60	22	223	191	227	223	223	...	...	...	...	8 Ans. to 5 Rs.	2,974 4 3	...	...
Total, ...	1 College,	...	466	227	37	730	562	674	575	483	23	49	174	118	1 An. to 5 Rs.	27,173 7 5	...	...

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 16th June 1871.

A.

Oudh, open to Government inspection for 1870-71 (Aided by Government).

Receipts.					Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
11,237 6 1	349 0 0	...	3,611 5 5	28,183 9 4	26,451 8 11	1,024 8 1	27,476 1 0	707 8 4	...	678 6 9	320 10 2	
10,865 13 6	2,279 13 0	...	3,522 11 4	25,059 1 9	18,840 15 4	1,603 2 6	20,444 1 10	4,614 15 11	...	78 0 5	32 0 4	
3,188 10 4	46 7 0	...	1,037 13 9	7,095 8 6	6,623 10 2	795 3 11	7,418 14 1	...	323 5 7	51 2 7	19 7 5	
3,188 10 4	1,965 8 0	...	1,040 8 10½	9,168 15 5½	5,965 1 7	1,068 12 3	7,033 13 10	2,135 1 7½	...	30 15 9	13 1 7	
28,480 8 3	4,640 12 0	...	9,212 7 4½	69,507 3 0½	57,881 4 0	4,491 10 9	62,372 14 9	7,457 9 10½	323 5 7	92 8 8	40 5 1	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE V. A.—Private Schools of the Middle Class in the Province of Oudh open to

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of Schooling fee.	From Government.	Proceeds of endowment
			Hindús.	Mahomedans.	Others	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic			
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
																Aided Schools.	
Ajoodhya School, ..	Ajoodhya, ...	1865	112	11	...	123	82	123	59	75	75	23	48	...	1 anna to 8 ans.	600 0 0	..
Zeidpore, Do., with 1 branch, ...	Zeidpore, ...	20th Dec. '64	21	50	...	71	56	78	25	71	...	71	...	...	6 pie to 4 ans.	480 0 0	..
Futtehpore, Do., ...	Futtehpore, ...	1st Jany. '65	55	20	...	75	67	72	44	75	68	21	...	...	1 anna to 8 ans.	480 0 0	...
Mallawan, Do., ...	Mallawan, ...	Ditto,	112	22	...	134	115	138	70	130	147	15	...	...	6 pie to 2 annas	420 0 0	...
Neotnee, Do., ...	Neotnee, ...	12th July, '67	19	31	...	50	45	57	16	43	7	43	...	...	1 anna to 9 Rs.	351 10 0	...
Evening School, Lucknow, ..	Lucknow, ...	July 1867	31	9	...	40	33	51	40	...	...	...	...	...	1 anna to 5 Rs.	675 0 0	...
Mahmoodabad school, with 2 branches, ...	Mahmoodabad,	1st June, 68	76	62	...	138	120	152	33	85	53	19	...	10	1 anna to 1 Re	1050 0 0	...
Akounah, do.,...	Akounah, ...	10th Sep. '68	49	6	...	55	38	60	34	40	30	10	10	...	1 anna to 2 ans.	600 0 0	...
Boundí, do.,...	Boundí, ...	12th Nov. '68	59	11	...	70	54	72	48	66	43	4	...	...	1 anna to 8 ans.	595 0 0	..
Bulrampore, do.,...	Bulrampore, ...	1861	126	24	3	153	98	145	81	142	110	45	8	...	1 anna to 2 Rs.	1568 0 0	...
Roy Bareilly A. M. School, ..	Roy Bareilly, ...	1866	48	42	5	95	75	104	55	87	20	33	...	...	1 anna to 1 Re.	913 0 0	...
Hosseinabad A. M. School, ...	Hosseinabad, Lucknow City,	1858	72	24	5	101	76	99	81	29	28	62	7	2	1 anna to 3 ans.	2674 0 0	...
Saadutgunj A. M. School, ...	Saadutgunj, ..	1865	40	12	2	54	42	51	34	48	8	14	...	...	1 anna to 1 Re.	300 0 0	...
Sudder Bazar A. M. School, ...	Sudder Bazar, ..	June '66	80	11	7	98	63	82	67	35	28	2	1	...	1 anna to 8 ans.	480 0 0	...
Hussungunj A. M. School, ...	Hussungunj, ..	1866	48	13	...	61	38	52	28	37	55	21	4	1	1 anna to 8 ans.	300 0 0	...
Cashmerí, Mohullah, A. M. School, ...	Cashmerí Mohullah, .	1867	55	35	...	90	66	90	65	85	5	83	...	2	1 anna to 8 ans.	360 0 0	...
Khyrabad A.M. School	Khyrabad, ...	20th Jany. '62	74	5	1	80	56	95	10	27	52	17	6	...	6 pie to 6 annas.	600 0 0	...
Raja ka Bazar C. M. School, ...	Rajá ka Bazar, Lucknow City,	July, 1859	149	110	8	267	191	260	77	184	96	67	13	10	1 anna to 8 ans.	1833 0 0	...
Rancekutra, C. M. School, ...	Rancekutra, ...	1869	63	18	...	81	67	82	36	59	22	42	...	...	1 anna to 4 ans.	720 0 0	...
Nakhas-ka-Pul C. M School, ...	Nakhas-ka-Pul,	1867	58	28	...	86	65	80	41	68	21	42	...	...	1 anna to 4 ans.	720 0 0	...
Victoria Street C. M. School, ...	Victoria Street,	1867	95	38	1	134	101	138	51	89	50	37	...	...	1 anna to 4 ans.	780 0 0	...
Total, ...	21 Schools, ...	...	1442	582	32	2056	1548	2081	995	1475	918	671	97	25	6 Pie to 5 Rs.	16499100	..
																Non-aided Schools.	
Bhinga, School, ...	Bhinga, ..	March 1869,	66	2	...	68	62	61	27	47	25	...	...	..	Nil.	...	...
Total, ...	1 School, ...	...	66	2	...	68	62	61	27	47	25	...	...	...	Nil.	...	...
Grand total, ...	22 Schools, ...	...	1508	584	32	2124	1610	2142	1022	1522	943	671	97	25	6 pie to 5 Rs.	16499100	...

LUCKNOW:
ICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

Government Inspection for the year 180-71, (aided and unaided by Government).

Receipts.						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations &c	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.A.P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
...	672 0 0	101 15 0	...	...	1373 15 0	1272 0 0	89 14 0	1361 14 0	12 1 0	...	11 1 1	4 14 0	
...	480 0 0	49 2 6	...	...	1009 2 6	978 7 0	...	978 7 0	30 11 6	...	12 8 8	6 2 6	
...	480 0 0	64 13 6	...	...	1024 13 6	978 3 3	46 10 3	1024 13 6	...	...	14 3 9	6 10 8	
12000	302 0 0	87 2 0	1 0 0	1 14 3	932 0 3	975 12 9	15 10 3	991 7 0	...	59 6 9	7 2 11	3 0 8	
...	...	352 4 0	...	...	703 14 0	683 4 0	51 2 0	734 6 0	...	30 8 0	12 14 1	6 2 6	
...	215 0 0	603 0 0	...	...	1493 0 0	1490 5 1	...	1490 5 1	2 10 11	...	29 3 7	13 3 9	
...	1050 0 0	83 7 0	...	...	2183 7 0	2121 5 3	95 0 9	2216 6 0	...	32 15 0	14 9 3	6 14 6	
...	606 0 0	33 12 0	...	13 0 0	1252 12 0	1247 12 0	5 0 0	1252 12 0	...	...	20 14 0	10 0 0	
...	637 8 0	37 12 0	...	...	1270 4 0	1230 0 0	17 10 9	1247 10 9	22 9 3	...	17 5 3	8 4 3	
...	1844 9 2	161 8 0	...	...	3574 1 2	3222 8 8	351 8 6	3574 1 2	...	...	24 10 5	10 13 0	
...	175 0 0	100 0 0	33 0 9	657 15 3	1879 0 0	1813 6 0	65 10 0	1879 0 0	...	...	18 1 0	8 12 6	
...	...	132 0 0	126 10 3	3002 0 0	5934 10 3	5291 0 0	...	5291 0 0	643 10 3	...	53 7 0	27 0 2	
...	...	46 9 0	...	281 7 0	628 0 0	628 0 0	...	628 0 0	...	...	12 5 0	5 14 1	
...	...	143 8 0	...	376 8 0	1000 0 0	1000 0 0	...	1000 0 0	...	...	12 3 1	5 13 8	
...	...	55 5 0	...	337 11 0	693 0 0	693 0 0	...	693 0 0	...	...	13 5 3	5 12 4	
...	...	61 8 0	...	438 8 0	860 0 0	860 0 0	...	860 0 0	...	...	9 8 10	4 0 0	
...	600 0 0	96 0 0	...	...	1296 0 0	1200 0 0	96 0 0	1296 0 0	...	...	13 10 3	6 5 0	
...	1200 0 0	275 0 0	...	925 0 0	4233 0 0	4800 0 0	...	4800 0 0	...	567 0 0	18 7 4	7 0 9	
...	360 0 0	60 4 0	...	...	1140 4 0	840 0 0	...	840 0 0	300 4 0	...	10 3 10	8 12 5	
...	360 0 0	62 12 0	...	...	1142 12 0	842 12 0	...	842 12 0	300 0 0	...	10 8 6	9 0 0	
...	480 0 0	87 8 0	...	212 8 0	1560 0 0	1560 0 0	...	1560 0 0	...	...	11 4 10	5 10 5	
12000	9462 1 2	2695 2 0	160 11 0	6246 7 6	35183 15 8	33727 12 0	834 2 6	34561 14 6	1311 14 11	689 13 9	16 9 9	7 14 10	
...	934 0 0	...	...	...	934 0 0	864 0 0	70 0 0	934 0 0	...	...	15 5 0	.	
...	934 0 0	...	...	...	934 0 0	864 0 0	70 0 0	934 0 0	...	...	15 5 0	..	
12000	10396 1 2	2695 2 0	160 11 0	6246 7 6	36117 15 8	34591 12 0	904 2 6	35495 14 6	1311 14 11	689 13 9	11 14 5	7 11 2	

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open to

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.		
			Hindús.	Mahomedans.	Others.	Total.			English	Urdú.	Hindi.	Persian.	Sanskrit.	Arabic.		From Government.	Proceeds of endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
															AIDED SCHOOLS	Rs. As. P.	
Gopamow, ...	Gopamow, ...	21st Jan. '65	35	30	...	65	51	64	...	48	17	...	...	...	6 pie to 8 annas.	158 12 0	...
Pihani, ...	Pihani, ...	1st April '65	81	31	.	112	88	108	...	73	78	24	...	...	6 pie to 1 anna.	145 0 0	...
Sikundrabad, ...	Sikundrabad, ...	1st Nov. '62	30	13	..	43	27	34	...	31	11	14	...	..	6 pie to 2 annas.		
Alligunj,...	Alligunj, ...	10th Feb. '68	69	11	...	80	48	64	...	8	72	...	...	...	6 pie to 2 annas.	236 5 4	...
Kymara,...	Kymara, ...	June '70	45	12	...	57	36	51	...	30	27	6	...	...	3 pie to 2 annas.		
Dhowrehra, ...	Dhowrehra, ...	14th Dec. '65	14	11	...	25	19	23		13	13	3	...	...	6 pie to 1 anna.	60 0 0	...
Nawabgunj, Alliabad, ...	Nawabgunj, Alliabad,	1st Aug. '66	27	23	...	50	27	43	..	33	23	8	..	2	Not known.	180 0 0	...
Shunkerpore Sarai, ..	Shunkerpore Sarai,	January '67	54	...	...	54	33	45	...	34	28	8	..	..	6 pie to 1 anna.	100 0 0	...
Muchhretta, ...	Muchhretta, ...	8th Mar. '65	39	35	.	74	46	63	...	52	36	25	2	2	6 pie to 2 annas.	426 4 1	...
Tumbore, ...	Tumbore, ...	12th Mar. '65	27	35		62	77	92	...	60	6	30	..	..	3 pie to 4 annas.	239 2 6	...
Lahurpore, ...	Lahurpore, ...	Ditto,	94	31	...	125	96	119	1	51	75	21	6	...	3 pie to 1 anna.	282 0 0	...
Painteypore, ...	Painteypore, ...	6th Mar. '65	59	12	.	71	56	66	...	35	36	22	..	..	6 pie to 4 annas.	248 4 0	...
Hurgaon, ...	Hurgaon, ...	23rd Jan. '66	66	9	...	75	65	80	...	48	50	...		...	3 pie to 2 annas.	246 0 0	...
Neemsar, ...	Neemsar, ..	24th Jan. '66	66	1	...	67	46	62	..	15	52	10	...	...	6 pie to 2 annas.	205 8 0	...
Kootub Nuggar, ...	Kootub Nuggar,	17th Jan. '66	44	21		65	44	61	..	43	45	15	..	..	3 pie to 6 pie.	217 12 9	...
Maharaj Nugger, ...	Maharaj Nuggar,	20th Jan. '66	66	4		70	52	68	...	28	40	19	.	...	6 pie to 1 anna.	222 0 0	...
Paruspore, ...	Paruspore, ...	15th Nov. '65	81	14	...	95	68	83	..	47	48	26	.	..	6 pie to 2 annas.	240 0 0	...
Begumgunj, ...	Begumgunj, ...	1st Octr. '68	54	6	..	60	36	52	...	38	12	24		..	6 pie to 2 annas.	96 0 0	...
Deogaon, ...	Deogaon, ...	February '69	27	19	..	46	36	43	.	46	. .	...	.	..	3 pie to 2 annas.	60 0 0	...
Baragaon, ...	Baragaon, ...	25th Aug. '68	52	5	...	57	46	59	...	15	42	...	...	...	3 pie to 4 annas,	180 0 0	...
Sandee,...	Sandee, ...	1st Jan. '65	74	26	...	100	89	97	...	50	59	10	...	...	6 pie to 1 anna.	180 0 0	...
Mahonah with 1 Branch,	Mahonah, ...	4th Jan. '68	103	33	.	136	92	113	..	86	50	46	3	...	6 pie to 2 annas.	327 0 0	...
Huzrutgunj C. M. school,	Lucknow City, ..	1868	30	4	1	35	27	35	..	6	30	...	...	...	6 pie to 2 annas.	53 9 7	...
Punnapúr A. M. school,	Punnapúr, ...	1869	...	...	50	50	35	45	..	3	50	...	..	...	Not known.	218 0 0	...
Total, ...	24 Schools, ...	...	1237	386	51	1674	1240	1570	1	893	900	311	11	4	3 pie to 8 annas.	4321 10 3	...

A.

Government Inspection, for the year 1870-71 (aided and unaided by Government.)

Receipts.						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
120 0 0	117 0 0	60 0 0	...	14 0 0	469 12 0	455 12 0	14 0 0	469 12 0	...	...	7 5 5	2 7 8	
120 0 0	105 12 10	49 2 6	...	...	419 15 4	419 15 4	...	419 15 4	...	...	3 14 3	1 5 6	
6 2 11	232 3 9	37 7 0	...	...	512 3 0	451 15 8	41 4 5	493 4 1	18 14 11	...	3 4 11	1 9 4	
...	55 0 0	6 1 0	...	...	121 1 0	121 1 0	...	121 1 0	...	...	5 4 3	2 9 9	
...	180 0 0	...	...	...	360 0 0	324 0 0	36 0 0	360 0 0	...	...	8 5 11	4 2 11	
...	84 2 6	17 2 6	...	...	201 5 0	201 5 0	...	201 5 0	...	...	4 7 7	2 3 6	
...	426 4 1	42 0 6	...	...	894 8 8	894 8 8	...	894 8 8	...	...	14 3 2	6 12 3	
...	241 2 6	24 1 3	...	...	504 6 3	518 6 9	...	518 6 9	...	14 0 6	5 10 2	2 9 7	
...	282 0 0	36 10 6	...	...	600 10 6	587 0 0	31 12 3	618 12 3	...	18 1 9	5 3 2	2 5 8	
...	249 4 0	29 11 0	...	...	527 3 0	528 8 6	...	528 8 6	...	1 5 6	8 0 1	3 12 2	
...	246 0 0	23 0 9	...	...	515 0 9	497 8 6	21 9 0	519 1 6	...	4 0 9	6 7 9	3 1 2	
...	205 8 0	28 8 6	...	...	439 8 6	440 11 0	...	440 11 0	...	1 2 6	7 1 8	3 5 0	
...	217 12 9	15 5 0	...	...	450 14 6	450 14 6	...	450 14 6	...	...	7 6 3	3 9 1	
...	222 0 0	28 5 0	...	...	472 5 0	478 14 0	...	478 14 0	...	6 9 0	7 0 8	3 4 2	
...	412 14 6	30 6 6	...	...	683 5 0	660 9 0	25 5 9	685 14 9	...	2 9 9	8 4 2	2 14 3	
...	121 0 0	32 15 6	...	...	249 15 6	226 7 9	30 8 6	257 0 3	...	7 0 9	4 15 1	1 13 6	
10 0 0	60 0 0	...	...	...	130 0 0	130 0 0	...	130 0 0	...	...	3 0 4	*1 6 3	
...	180 0 0	34 3 0	...	6 15 6	401 2 6	392 8 6	8 10 0	401 2 6	...	...	6 12 9	3 0 9	
120 0 0	120 0 0	51 5 6	...	...	471 5 6	471 5 6	...	471 5 6	...	...	4 13 9	1 13 8	
4 0 0	288 0 0	57 12 0	...	13 14 0	690 10 0	644 4 3	37 3 0	681 7 3	9 2 9	...	6 0 5	2 14 3	
...	51 0 0	9 0 0	...	...	113 9 7	113 9 7	...	113 9 7	...	...	3 3 11	1 8 6	
...	357 0 0	...	...	...	575 0 0	575 0 0	...	575 0 0	...	...	12 12 5	4 13 6	
380 2 11	4454 0 11	613 2 0	...	34 13 6	9803 13 7	9584 5 6	246 4 11	9830 10 5	28 1 8	54 14 6	6 4 2	2 12 0	

*Closed during the year.

																UNAIDED SCHOOLS.	
Gabbapore, ...	Gabbapore, ...	1869	15	...	...	15	7	11	...	5	15	...	...	..	Nil.	...	
Maharajgunj, ...	Maharajgunj, ...	1860	15	2	...	17	13	17	..	17	17	...	...	...	Nil.	...	
Dharamnuggur,... ...	Dharamnuggur,	1864	22	...	...	22	14	21	...	22	22	...	...	...	Nil.	...	
Chardah,...	Chardah, ...	1864	7	3	...	10	5	9	...	...	10	...	...	...	Nil.	...	
Muttra, ...	Muttra, ...	1861	33	...	..	33	19	33	...	14	33	2	...	...	Nil.	...	
Sheopore, ...	Sheopore, ...	1863	11	...	...	11	8	11	...	3	11	...	..	...	Nil.	...	
Toolseepore, ...	Toolseepore, ...	1861	23	...	...	23	12	23	...	1	23	...	...	...	Nil.	...	
Panchperwa, ...	Panchperwa, ...	1863	18	...	..	18	14	18	...	2	18	...	...	...	Nil.	...	
Pipehra, ...	Pipehra, ...	1861	22	...	...	22	22	24	..	9	22	...	...	...	Nil.	...	
Hurhurpore, ...	Hurhurpore, ...	1868	15	1	...	16	9	16	...	...	16	...	...	...	Nil.	...	
Bankatwa, ...	Bankatwa, ...	1860	6	...	...	6	5	6	...	...	6	...	...	...	Nil.	...	
Burwar, ...	Burwar, ...	13th Jan. '65	40	17	...	57	31	43	...	34	30	7	..	..	6 pie to 2 annas	5 0 0	
Pusgawan, ...	Pusgawan, ...	Ditto,	40	...	...	40	30	41	...	11	29	9	...	...	6 pie to 1 anna.	...	
Aurungabad, ...	Aurungabad, ...	28th Jan. '65	44	26	..	70	61	78	...	37	42	10	...	...	6 pie to 1 anna.	...	
Pyla, ...	Pyla, ...	22nd July '69	22	3	...	25	18	27	...	25	...	...	...	...	3 pie to 2 annas.	...	
Pullia, ...	Pullia, ...	14th June '70	40	12	...	52	38	49	...	11	41	...	...	...	6 pie to 2 annas.	...	
Khurgoopore, ...	Khurgoopore, ...	Aug. '69	29	1	...	30	22	30	...	24	9	4	.	...	1 anna to 4 anas.	...	
Hindoo School,... ...	Ranee Kuttra, ...	Sep. '67	19	...	...	19	16	20	...	...	5	...	14	..	Nil.	...	
Total, ...	18 Schools, ...	...	421	65	...	486	344	477	...	215	349	32	14	..	3 pie to 4 annas.	5 0 0	
Grand Total, ...	42 Schools, ...	...	1658	451	51	2160	1584	2047	...	1108	1249	343	25	4	3 pie to 8 annas.	4326 10 3	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

Government Inspection, for the year 1870-71 (aided and unaided by Government.)

Receipts.						Charges			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. A. P	Rs. A. P.	Rs. A. P.	
...	48 0 0	...	...	...	48 0 0	48 0 0	...	48 0 0	...	...	4 5 10	...	
...	65 0 0	...	...	...	65 0 0	60 0 0	5 0 0	65 0 0	...	...	8 13 2	...	
...	53 0 0	...	...	...	53 0 0	48 0 0	5 0 0	53 0 0	...	...	2 8 5	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	7 0 0	...	
...	137 0 0	...	...	...	137 0 0	132 0 0	5 0 0	137 0 0	...	...	4 2 5	...	
...	77 0 0	...	...	...	77 0 0	72 0 0	5 0 0	77 0 0	...	...	7 0 0	...	
...	53 0 0	...	...	...	53 0 0	48 0 0	5 0 0	53 0 0	...	...	2 4 10	...	
...	78 0 0	...	...	...	78 0 0	72 0 0	6 0 0	78 0 0	...	...	4 5 4	...	
...	78 0 0	...	...	...	78 0 0	72 0 0	6 0 0	78 0 0	...	...	3 4 0	...	
...	65 0 0	...	...		65 0 0	60 0 0	5 0 0	65 0 0	...		4 1 0	...	
...	65 0 0	...	...	...	65 0 0	60 0 0	5 0 0	65 0 0	...	...	10 13 4	...	
...	162 0 0	11 7 6	...	...	178 7 6	170 11 0	7 12 6	178 7 6		...	4 3 0	0 1 10	
..	217 4 0	10 4 6		...	227 8 6	221 11 9	3 14 9	225 10 6	1 14 0	...	5 8 1	...	
4 0 0	156 0 0	14 8 9	...	...	194 8 9	191 13 3	3 12 9	195 10 0	..	1 1 3	2 8 2	...	
5 8 0	45 8 0	13 14 0	...	...	104 14 0	107 6 9	...	107 6 9	...	2 8 9	3 15 8	...	
3 8 0	63 8 0	8 11 0	...	...	135 11 0	135 11 0	...	135 11 0	...	...	2 12 4	...	
...	186 0 0	18 5 6	...	4 12 6	209 2 0	192 2 9	10 7 0	202 9 9	6 8 3	...	6 12 1	...	
..	289 0 0	...	...	...	280 0 0	260 0 0	20 0 0	280 0 0	...	...	14 0 0	...	
3 0 0	1892 4 0	77 3 3	...	4 12 6	2112 3 9	2011 8 6	95 15 0	2107 7 6	8 6 3	3 10 0	4 6 8	0 0 2	
3 2 11	6346 4 11	690 5 3	...	39 10 0	11916 1 4	11595 14 0	342 3 11	11938 1 11	36 7 11	58 8 6	5 13 3	2 1 9	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE VI. A.—Private Female Schools in the Province of Oudh, open to Governm to

Name of institution.	Locality	When established.	Number of pupils on the rolls at the end of the year. Hindús.	Mahomedans.	Others.	Total.	Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year. English.	Urdu.	Hindi	Persian.	Sanskrit	Arabic.	Monthly rate of schooling fee.	From Government.	Proceeds of endowment.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
															Rs. A. P.	Rs. A P.	Rs. A
La Martiniére Girls' School, Lucknow,	Lucknow City	1859,	...	...	71	71	53	71	71	...	...	..	...	...	4 4 0 to 20 12 0	2880 0 0	4800 0
Noubustah A. M. Girls' School, ...	Do., ...	1865,	33	119	3	155	124	162	.	86	69	...	...	...	Nil.	900 0 0	...
Nakhas Do. ...		1870,															
Malkagunj Do. ...		1869,															
Mukaramnugur Do. ...		1869,															
Chuputia Do. ..		1870,															
Hosseinabad Do. ...		1865,															
Nagaria Do. ...		1871,															
Hosoingunj Do. ...		1871,															
Raja ká Bazár C. M. Girls' School, ...	Do., ...	1866,	7	71	12	90	84	113	..	90	...	...	...	...	Nil.	1160 12 0	...
Asharfabad Do. ...		1869,															
Golahgunj Do. ...		1865,															
Yahayagunj Do. .		1865,															
Zahur, Bukhsh Bazar C. M. Girls' School,		1869,															
Zenana Mission Agency, Lucknow, ..	Do., ...	1870,	45	7	..	52	32	32	..	...	...	...	...	...	Nil.	277 0 0	...
Roy Bareilly A. M. Girls' School, ...	Roy Bareilly,	6th Sept. 1866,	.	19	...	19	17	20	...	19	...	...	...	..	Nil.	90 0 0	...
Total, ...	16 Schools, ..	...	85	216	86	387	310	398	71	195	69	..	...	...	4 4 0 to 20 12 0	5307 12 0	4800

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

A.

ɔıspection for the year 1870-71, (aided by Government.)

Local rate of assessment.	Receipts. Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil. Total cost.	Cost to Government.	Remarks.
3	14	15	16	17	18	19	20	21	22	23	24	25	26
	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
..	602 0 0	3584 9 0	...	203 5 7	12069 14 7	8395 13 5	2609 10 6	11005 7 11	1064 6 8	...	155 0 1	40 9 0	
...	...	...	...	1073 15 0	1973 15 0	1950 0 0	...	1950 0 0	23 15 0	...	12 0 7	5 8 11	
...	1160 12 0	...	...	...	2321 8 0	1825 15 0	495 9 0	2321 8 0	...	...	20 8 8	10 4 3	
...	1800 0 0	...	...	...	2077 0 0	2077 0 0	...	2077 0 0	...	...	64 14 6	8 10 6	
...	84 0 0	...	...	...	174 0 0	174 0 0	..	174 0 0	...	...	8 11 2	4 8 0	
...	3646 12 0	3584 9 0	...	1277 4 7	18616 5 7	14422 12 5	3105 3 6	17527 15 11	1088 5 8	...	44 0 7	13 5 4	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE VI. B.—Private Schools of the Lower Class (Indigenous Schools) open

Name of Institution.	District.	Number of Schools.	When established.	Number of pupils on the rolls at the end of the year				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
				Hindús.	Mahomedans.	Others	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.	Arabic.	
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Indigenous Schools.	Lucknow, ...	84	...	743	172	..	915	915	915	21	9	503	383	4	62	2 Annas to 10 Rs.
	Barabunkee, ...	74	...	240	409	...	649	480	602	...	30	80	499	...	69	1 Anna to 2 Rs.
	Oonao, ...	65	...	338	204	...	542	...	...	...	15	148	318	...	25	...
	Seetapoor, ...	72	...	360	52	...	412	524	524	2	17	100	286	18	7	...
	Hurdui, ...	66	...	253	262	...	515	417	478	...	...	67	397	40	15	4 Annas to 5 Rs.
	Kheree, ...	13	...	54	7	...	61	82	82	...	...	10	47	4	...	...
	Fyzabad,...	37	...	276	107	...	383	...	...	...	2	85	179	110	9	...
	Gondah, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Baraich, ...	8	...	129	69	...	198	131	161	...	1	102	95	...	...	6 Pie to 2 Rs.
	Roy Bareilly, ...	30	...	179	21	...	200	150	150	...	...	70	130	...	...	4 Annas to 1 Rs.
	Sultanpoor, ...	5	...	47	11	...	58	...	...	...	...	30	28	...	...	1 Anna to 8 Rs.
	Pertabgurh, ...	53	...	199	125	...	324	...	...	...	8	74	107	80	55	...
	Total, ...	507	...	2,818	1,439	...	4,257	2,699	2,912	23	82	1,269	2,499	256	242	6 Pie to 10 Rs.

LUCKNOW:
OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH.
The 16th June 1871.

A.

to Government inspection in the Province of Oudh, for the yea

Receipts.								Charges.				
From Government.	Proceeds of endowment	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.
11	12	13	14	15	16	17	18	19	20	21	22	23
			Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	335 12 0	...	...	335 12 0	335 12 0	...	335 12 0	...	...
...	...	...	...	3,292 5 0	...	...	3,292 5 0	3,190 5 0	102 0 0	3,292 5 0	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	3,188 0 0	1,578 0 0	...	...	4,766 0 0	4,766 0 0	...	4,766 0 0	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	159 5 0	159 5 0	159 5 0	...	159 5 0	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	406 0 0	...	127 5 0	533 5 0	533 5 0	...	533 5 0	...	...
...	...	...	...	1,000 0 0	...	...	1,000 0 0	1,000 0 0	...	1,000 0 0	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,347 0 0	...	...	1,347 0 0	1,347 0 0	...	1,347 0 0	...	...
...	...	...	3,188 0 0	7,959 1 0	...	286 10 0	11,433 11 0	11,331 11 0	102 0 0	11,433 11 0	...	...

COLIN BROWNING

Director of Public Instruction, Oudh.

Director of Public

The 16th June 1871.

Government Institutions for Special or Professional Education

Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
		Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindi.	Persian.	Sanskrit.	Arabic.		
2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
Lucknow, ...	1st Septr. 1864,	80	53	...	133	117	130	...	133	133	82	...	...	Nil	4,781 11 9
Lucknow, ...	2nd Septr. 1867,	...	8	...	8	9	10	...	8	...	...	...	...	Nil	1,218 0 7
Schools, ...	...	80	61	...	141	126	140	...	141	133	82	...	...	Nil	5,999 12 4

A.

(including Normal Schools) in the Province of Oudh for 1870-71.

Receipts							Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary	Total.			Total cost.	Cost to Government.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Rs. A. P.				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	
...	9,819 10 3	...	...	...	55 9 9	14,656 15 9	14,552 9 0	104 6 9	14,656 15 9	...	...	112 11 11	36 12 6	
...	...	...	...	...	...	1,218 0 7	1,211 0 7	7 0 0	1,218 0 7	...	...	121 12 10	121 12 10	Closed on 1st January, 1871.
...	9,819 10 3	...	...	...	55 9 9	15,875 0 4	15,763 9 7	111 6 9	15,875 0 4	...	...	113 6 3	42 13 8	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX A.

TABLE IX.—Abstract of Attendance at the above Institutions during the year 1870-71.

		Number attending Colleges.	Number attending higher class schools.	Number attending middle class schools	Number attending lower class schools.	Total.	REMARKS.
General education,..	Government,..	..	1,972	5,577	24,757	32,306	
	Private, ..	730	..	2,124	6,804	9,658	
Special education, ..	Government,..	..	141	..	..	141	
	Private, ..	..	..	..	..	..	
Total, ..		730	2113	7701	31,561	42,105	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

Table X.—Abstract of Receipts and Charges at the above Institutions for the year 1870-71.

		Receipts.					Charges.				
		Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	Colleges.	Higher class schools.	Middle class schools	Lower class schools.	Total.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
General Education.	Government,	...	51,776 13 9	54,409 2 3	77,785 9 5	1,83,971 9 5	...	51,776 13 9	54,409 2 3	77,785 9 5	1,83,971 9 5
	Private, ...	69,507 3 0	...	36,117 15 8	41,066 1 11	1,47,591 4 7	62,372 14 9	...	35,495 14 6	40,899 12 10	1,38,768 10 1
Special Education.	Government,	...	15,875 0 4	...	...	15,875 0 4	...	15,875 0 4	...	...	15,875 0 4
	Private, ...	...	...	...	...	...	...	...	...	...	...
Total, ...		69,507 3 0	67,651 14 1	90,527 1 11	1,19,751 11 4	3,47,437 14 4	62,372 14 9	67,651 14 1	89,905 0 9	1,18,685 6 3	3,38,615 3 10

Remarks.

The following items have been omitted in the receipts and charges :—

	Rs. A. P
(1).—Books, &c , purchased from Imperial Funds, ...	6,233 7 6
(2).—Ditto ditto, from Cess Ditto,...	4,015 3 0
(3).—Prizes given to pupils from Imperial, Funds, ...	923 1 9
(4).—Ditto ditto from Cess Ditto, ..	912 1 7
(5).—On account of building grants paid from Imperial Funds, ...	1,514 29 9
(6).—Ditto ditto paid from A. M. Subscriptions, ...	350 0 0
(7).—On account of building and repairing charges of Private Aided Schools paid from general subscriptions, ...	3,902 0 0
(8).—Ditto ditto from the Municipal Funds, ...	304 12 8
(9).—Ditto ditto of Government Village Schools paid from the Educational Cess, ...	16,902 12 8
Total Rs. ...	35,054 3 2

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1870-71.

	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	Remarks.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
General Education, ..	* 27,173 7 5	..	† 16,499 10 0	‡ 11,149 3 0	54,822 4 5	* This item includes Rs. 2,173-7-5 on account of scholarshi † This item includes Rs. 65-0-0 on account of scholarships. ‡ This item includes Rs. 1,528-2-1 on account of buildi grants and furniture as follows :—
Special Education, ..	..	..	..	..	..	
Total, ..	27,173 7 5	..	16,499 10 0	11,149 3 0	54,822 4 5	

Building Grants.

Mahonah school	Rs.	229 0 0
Tumboro „	„	706 12 9
Baragaon „	„	229 0 0
Pannahpore „	„	350 0 0
Total ...	„	1,514 12 9

Furniture Grants.

Aligunj school	Rs.	8 5 4
Burwar „ „		5 0 0
Total, ...	„	13 5 4

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh

APPENDIX A.

TABLE XII.—Progressive Statement of attendance and cost of education at each Institution for the last five years.

Name of Institution.	1866-67.			1867-68.			1868-69.			1869-70.			1870-71.		
	Average attendance	Total cost.	Cost of each pupil's education.	Average attendance	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
GOVERNMENT SCHOOLS.															
ZILLAH SCHOOLS.		Rs. As P.	Rs As. P.		Rs. As. P.	Rs. As. P.		Rs As. P.	Rs. As. P		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Barabunkee School, ...	109	3272 5 2	30 0 4	160	4034 10 3	25 3 5	212	4547 4 5	21 7 2	190	4464 0 0	23 7 10	220	4975 12 10	22 9 10
Oonao do., .	90	3532 4 7	39 3 11	196	4957 0 3	25 4 7	174	5483 14 6	31 8 4	157	5677 15 0	36 2 7	242	5790 2 8	23 14 9
Seetapoor do, ..	115	4192 9 10	36 7 4	136	5076 15 10	37 5 3	207	5717 4 8	27 9 11	199	5762 10 4	28 15 3	196	6168 1 2	31 7 6
Hurdui do., ...	80	3134 15 10	39 3 8	119	3554 11 3	29 13 11	139	4104 1 8	29 8 4	126	4518 4 5	35 13 8	173	4957 7 7	28 10 5
Luckhimpúr do.. ...	80	3016 9 9	37 11 4	98	3665 13 0	37 6 6	116	3609 14 1	31 1 11	163	4390 11 3	26 14 11	158	4463 13 9	28 4 0
Fyzabad do., ...	260	6397 2 6	24 9 8	346	8509 2 6	24 9 5	425	10541 14 7	24 12 10	444	13247 5 9	29 13 4	506	13397 15 3	26 7 7
Gondah do., ...	108	3764 8 0	34 13 8	124	3819 13 1	30 12 10	201	4320 4 4	21 7 10	266	5039 14 6	18 15 1	292	4483 6 6	15 5 7
Baraich do., ...	..	...	...		..	.	110	5042 8 2	45 13 5	121	5251 0 8	43 6 4	207	5329 9 11	25 11 11
Roy Bareilly do., ...	85	3273 6 6	38 8 2	171	4624 10 9	27 0 8	265	5524 12 6	20 13 7	268	6772 3 6	25 4 3	238	7495 9 0	31 7 2
Sultanpoor do., ...	122	3167 12 3	25 15 5	192	4245 10 0	22 1 9	188	4523 2 4	24 2 3	167	4581 15 1	27 6 11	160	4527 15 6	28 4 9
Pertabgurh do., ...	79	3183 5 9	40 4 9	114	3757 10 4	32 15 4	160	4182 3 9	26 2 2	165	3636 9 4	22 0 7	137	3394 6 0	24 12 5
ANGLO-VERNACULAR TOWN SCHOOLS.															
Durriabád School, ...	69	1281 15 9	18 9 3	103	1723 4 9	16 11 8	118	1733 9 9	14 11 0	104	1638 12 0	15 12 1	102	1353 2 11	13 4 3
Radoulí do., ...	76	930 4 6	12 3 10	64	1473 14 6	23 0 5	104	1498 4 2	14 6 6	81	1241 0 0	15 5 1	64	1305 5 8	20 6 4
Rámnaggar do., ...	45	425 5 0	9 7 3	65	634 6 8	9 12 1	73	917 11 7	12 9 1	65	970 7 6	14 11 2	64	993 12 0	15 9 0
Hydergurh do., ...	68	1251 3 6	18 6 5	73	1236 12 6	16 15 0	67	1229 14 7	18 13 3	64	1216 15 6	19 0 2	82	1228 11 1	14 15 9
Púrwah do., ...	136	1745 13 6	12 15 5	201	2410 12 5	11 15 10	183	2253 4 3	12 5 0	158	1904 5 0	12 0 10	155	1857 8 9	11 15 9
Biswah do, ...	89	1467 15 8	16 7 11	125	1706 14 9	13 10 5	153	1799 11 6	11 12 2	135	1723 13 6	12 12 4	124	1603 12 0	12 14 11
Sháhábád do., ...	180	2483 2 4	13 12 8	288	3880 3 4	13 7 6	194	3059 12 2	15 7 2	175	2436 12 10	13 14 2	263	2145 14 1	8 2 6
Bilgrám do., ...	97	2408 8 8	24 13 3	119	2844 4 2	23 14 5	125	2382 6 5	19 0 7	151	2276 1 10	15 1 2	152	1497 4 0	9 13 7
Sundílah do., ...	81	1479 12 11	18 4 3	147	2113 3 1	14 6 0	172	2365 1 5	13 11 4	158	1968 3 7	12 7 3	167	1389 1 6	8 5 1
Mahomdí do., ...	109	1277 15 11	11 11 7	119	1509 10 4	12 10 11	126	1649 12 0	13 1 6	118	1438 0 8	12 2 11	127	1552 5 6	12 3 7
Golah do., ...	68	836 13 11	12 4 11	76	1013 8 1	13 5 4	66	1149 15 9	17 6 9	59	1078 2 6	18 4 4	87	1161 8 6	13 5 7
Akberpúr do., ...	78	1296 2 0	16 9 10	90	1394 15 6	15 7 11	83	1471 0 0	17 11 6	81	1382 3 0	17 1 0	93	1430 15 0	15 6 2
Tandah do., ...	77	1026 12 0	13 5 4	162	1436 15 11	8 13 11	149	1656 13 8	11 1 11	150	1656 10 0	11 0 8	135	1811 0 0	13 6 4
Atroulah do., ..	62	1288 11 8	20 12 7	74	1440 11 3	19 7 6	81	1428 12 6	17 10 2	95	1346 14 4	14 2 10	95	1305 9 0	13 11 10
Colonelgunj do., ...	60	1140 13 6	19 0 3	75	949 12 6	12 10 7	85	933 9 4	13 14 10	95	829 3 5	8 11 6	106	1008 12 9	9 8 3
Nawábgunj do., ...	58	1223 5 11	21 1 6	95	1345 11 7	14 2 7	123	1369 12 6	11 2 2	109	1137 10 6	10 6 11	114	1067 13 6	9 5 10
Jais do., ...	98	1481 15 6	15 1 11	105	1576 5 9	15 0 2	105	1381 2 9	13 2 5	91	1457 11 0	16 0 3	102	1459 0 6	14 4 10
Inhonah do., ...	60	1123 9 0	18 11 7	81	1276 8 6	15 12 1	85	1229 10 6	14 7 5	76	1105 12 0	14 8 9	64	1134 12 6	17 11 8

Vernacular Town Schools.																													
Kúrší	School,	...	46	483 0 1	10 8 0	86	716 9 0	8 5 4	127	700 11 0	5 8 3	113	649 6 0	5 11 11	113	771 3 7	6 13 2
Suffipúr	do.,	...	60	531 8 4	8 13 9	86	610 3 6	7 1 6	129	819 14 7	6 5 8	133	836 10 6	6 4 7	145	820 12 0	5 10 6
Chumroulí	do.,	...	53	530 6 1	10 0 1	82	572 2 3	7 0 5	105	593 14 0	5 7 5	143	579 7 6	4 0 10	119	712 11 6	5 15 10
Behár (Oonao)	do.,	...	39	493 7 9	12 10 5	72	509 14 6	7 1 3	106	630 12 2	5 15 2	101	623 15 6	6 2 10	98	511 13 4	5 3 7
Bhugwuntnaggur	do.,	...	...	...	...	...	...	...	...	...	...	81	76 3 5	0 15 0	80	461 6 6	5 12 3
Morádábád	do.,	...	...	...	...	...	..	...	89	219 9 9	2 7 6	110	447 6 0	4 1 0	78	404 2 6	5 2 11
Morawan	do.,	...	...	...	...	...	...	....	101	190 7 1	1 14 1	112	338 13 0	3 0 3	120	411 0 6	3 6 9
Bethúr	do.,	...	...	...	...	...	...	...	83	153 10 2	1 13 7	92	400 3 0	4 5 7	95	389 6 0	4 1 7
Bángermow	do.,	...	57	823 10 6	14 7 2	71	1062 14 0	14 15 6	68	670 13 0	9 13 10	64	424 6 6	6 10 1	60	418 4 0	6 15 6
Misrick	do.,	...	38	455 5 3	11 15 6	67	495 11 6	7 6 4	89	638 9 6	7 2 9	67	545 13 6	8 2 4	73	590 0 0	8 1 4
Bárí	do.,	...	51	476 11 11	9 5 7	71	530 12 8	7 7 7	79	597 14 3	7 9 1	80	571 3 0	7 2 2	62	713 3 0	11 8 0
Bawun	do.,	...	...	...	...	...	...	...	113	265 4 0	2 5 6	109	493 4 0	4 8 4	89	437 0 6	4 14 7
Nágpúr Jalalpúr	do.,	...	80	612 12 6	7 13 1	70	643 14 0	9 3 2	80	637 11 6	7 15 6	85	531 15 6	6 4 1	83	602 2 0	7 4 1
Nánpára	do.,	...	59	1051 1 0	17 13 0	58	977 4 3	16 13 7	91	567 6 0	6 4 0	75	762 9 1	10 2 8	74	534 1 0	7 3 6
Salone	do.,	...	50	1141 10 6	22 13 4	54	1074 7 10	19 14 4	57	999 13 9	17 8 7	39	524 7 8	13 7 2	61	466 5 3	7 10 3
Jugdíspúr	do.,	...	45	508 6 0	11 4 9	62	553 11 3	8 14 10	71	638 0 5	8 15 9	54	521 0 0	9 10 4	46	421 12 0	9 2 8
Behár (Pertabgurh)	do.,	...	44	482 14 6	10 15 7	47	430 10 9	9 5 9	70	490 11 9	7 0 2	69	470 0 0	6 12 11	58	475 13 0	8 3 3
Puttí	do.,	...	47	499 9 11	10 10 1	70	653 12 4	9 5 5	68	620 4 6	9 1 11	78	606 5 0	7 12 4	87	608 8 0	6 15 11
Mánickpúr	do.,	...	...	...	...	...	...	...	...	...	...	67	265 1 0	3 15 3	58	296 7 6	5 1 9
Mulhiabad	do.,	...	92	639 7 7	6 15 2	181	853 14 6	4 11 6	300	1458 3 0	4 13 9	279	1652 5 0	5 14 9	262	1653 12 4	6 4 11
Amethí	do.,	...	72	540 0 10	7 8 0	80	543 8 9	6 12 8	98	695 1 0	7 1 6	132	847 7 10	6 6 8	176	831 1 10	4 11 6
Lucknow Chouk	do.,	...	55	765 15 2	13 14 10	78	1050 4 11	13 7 5	103	1011 13 6	9 13 2	107	1114 9 0	10 6 5	114	1247 1 9	10 15 0
Do. Model	do.,	...	..	...	...	...	...	...	...	...	...	...	...	...	84	294 5 3	3 8 1
Mohunlálgunj	do.,	...	..	.	...	...	...	...	...	...	...	31	272 7 3	8 13 3	33	346 5 9	10 7 11
Kákorí	do.,	...	...	.	...	...	...	...	...	...	...	109	288 8 0	2 10 4	82	280 13 9	3 6 9
Bijnour	do,,	...	...	...	...	...	...	...	...	...	...	48	179 8 0	3 11 10	50	151 13 9	3 0 7
Mohán No. I.	do.,	...	...	...	...	...	...	...	...	...	...	26	79 10 0	3 0 1	27	76 13 0	2 13 6
Do. No. II.	do.,	...	...	...	..	...	...	...	...	...	...	24	88 6 0	3 10 11	24	60 12 0	2 8 6
Muftígunj	do.,	...	...	..	...	...	...	...	...	...	...	...	..	...	52	58 10 11	1 2 1
Mahboobgunj	do.,	...	..	...	...	...	...	...	...	...	...	..	...	...	43	67 9 3	1 9 2
Hosseingunj	do.,	...	...	...	.	...	...	...	...	...	...	...	...	...	53	79 3 10	1 7 11
Noubusta	do.,	...	...	...	...	...	...	..	...	...	...	...	...	...	36	61 0 9	1 11 4
Rahímnaggur	do.,	...	...	...	...	...	...	...	...	...	..	...	...	...	71	139 14 3	1 15 6
Village Schools.																	
Lucknow	School,	...	413	399 5 6	0 15 5	1194	4085 14 8	3 6 9	1702	5540 9 6	3 4 1	1834	5145 12 3	2 12 10	2110	5607 1 4	2 10 6
Bárabunkee	do.,	...	598	436 8 2	0 11 8	1480	5098 0 11	3 7 1	1927	5727 2 0	2 15 6	2298	7088 14 4	3 1 4	2529	8044 0 1	3 2 10
Oonao	do.,	...	1593	5343 12 4	3 5 0	2102	6543 3 11	3 1 9	2404	7481 14 7	3 1 9	3058	9647 13 10	3 2 5	2706	9519 5 0	3 8 3
Seetapoor	do.,	...	...	...	..	372	567 13 8	1 8 5	1031	3037 6 1	2 15 2	1771	4839 11 3	2 11 11	2210	6063 10 10	2 11 10
Hurdui	do.,	...	49	11 8 0	0 3 9	948	1076 12 7	1 2 2	2180	5001 14 11	2 4 9	2642	8247 15 9	3 1 11	2983	11180 13 8	3 11 11
Kheree	do.,	...	...	...	...	63	84 1 3	1 5 4	63	186 2 9	2 15 3	288	548 9 10	1 14 6	445	1219 4 5	2 11 10
Fyzabad	do.,	...	385	403 6 0	1 0 9	1005	2914 2 9	2 14 4	1380	4085 5 1	2 7 4	1509	5482 5 7	3 10 1	1759	6220 9 4	3 8 6
Gondah	do.,	...	.	...	...	44	118 0 0	2 10 10	54	146 1 6	2 11 3	37	92 15 6	2 8 2	29	65 10 0	2 4 2
Baraich	do,,	...	...	...	..	...	...	...	150	344 7 0	2 4 8	871	2268 13 1	2 9 8	1177	4178 13 8	3 8 9
Roy Barcilly	do.,	...	1163	2202 15 6	1 14 3	1912	6248 2 10	3 4 3	2256	6799 3 0	3 3 0	2269	7312 7 3	3 3 6	2159	7520 0 6	3 7 8
Sultanpoor	do.,	...	407	282 3 11	0 11 1	1063	3313 8 10	3 1 10	1480	4305 8 0	2 14 6	1733	5166 6 9	2 15 8	1871	5602 10 0	2 15 10
Pertabgurh	do.,	...	686	1490 3 9	2 2 7	1045	3702 14 0	3 8 8	1686	4405 10 4	2 9 9	1900	5091 9 3	2 10 10	1467	5321 3 0	3 10 0
Female Schools.																	
Model	School,	...	...	..	...	.	...	..	16								
Chowk	do.,	...	...	...	...	19	...	..	24								
Newázgunj	do.,	..	..	...	...	16	819 1 0	11 3 6	23	1355 15 9	12 8 10	97	1473 13 0	15 3 1	173	1944 5 7	11 3 9
Pátanálah	do.,	...	...	...	...	18			22								
Bája ká bazár	do.,	...	...	...	...	20	...	...	23								

TABLE XII.—*Continued.*

Name of Institution.	1866-67.			1867-68.			1868-69.			1869-70.			1870-71.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Female Schools.—*(Cond.)*					Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Mukboolgunj School, ...	...	...	...	22	322 13 3	9 12 6	23	487 0 0	12 7 9	34	343 14 3	10 1 9	173	1944 5 7	11 3 9
Futtehgunj do., ...	...	...	...	11			16								
Golagunj do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Nakhas do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Mahboobgunj do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Jahwai Tolah do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Khalispoor do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Kakoree do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Kusmundee do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Mahonah do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Mundiaon do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Amethee do., ...	...	...	...	...	...	...	...	...	...	...	...	...	208	447 8 0	2 2 5
Bakass do., ...	...	...	...	...	...	...	14	16 0 0	1 2 3	159	585 0 0	3 10 10			
Gooshayingunj do., ...	...	...	...	...	...	...	21	43 8 0	2 1 6						
Nugram do., ...	...	...	...	10	7 0 0	0 11 2	4	20 0 0	5 0 0						
Mali do., ...	...	...	...	37	27 0 0	0 11 8	40	226 1 0	5 10 5						
Thawar do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Mow do., ...	...	...	...	...	...	...	...	...	...	...	...	...			
Mulhiabad do., ...	...	...	...	...	...	...	...	...	...	...	...	...	109	768 9 6	7 0 9
Sudderpoor do., ...															
Mirzagunj do., ...															
Bukhtiyarnaggur do., ...															
Kewulhar do., ...															
Normal School, Mulhiabad, ...															
Nawabgunj do., ...	...	...	...	...	...	...	...	...	...	62	282 8 0	4 8 11	84	404 10 0	4 13 1
Rasoulee do., ...	...	...	...	7	14 0 0	2 0 0	9	80 8 0	8 15 9						
Tikra Oosman do., ...	...	...	...	9	12 0 0	1 5 4	13	68 8 0	5 4 3						
Tikra Moortaza do., ...	...	...	...	...	...	...	...	...	...						
Koorsee do., ...	...	...	...	7	9 0 0	1 4 6	11	48 0 0	4 5 9						
Koorsut do., ...	...	...	...	...	...	...	...	...	...	...	...	...	20	69 0 0	3 7 2
Khakee Sarai including one Branch do., ...	...	...	...	...	...	...	13	42 0 0	2 3 10	93	243 15 0	2 9 11	114	375 2 0	3 4 7
Runnoopoor do., ...	...	...	...	...	...	...	24	41 0 0							
Doulutpoor do., ...	...	...	...	...	...	...	...	...	...						
Ramkote do., ...	...	...	...	...	...	...	...	...	...						
Misrikh do., ...	...	...	...	...	...	...	...	...	...	...	...	...			

Suckra	School,	...	...	...	...	...	...	...	...																		
Pihanee No. I.	do.,	...	...	...	...	...	...	...	...																		
Lehna	do.,	...	...	...	...	...	...	...	...	100	113	13	11	1	2	2											
Bhakhurya	do.,	...	...	...	...	...	...	...	...																		
Mujhia	do.,	...	...	...	...	...	..	...									216	652	3	3	2	13	7				
Pihanee No. II.	do.,	...	...	...	...	...	...	...	...	...	..			...													
Riagaoin	do.,	...	...	...	...	...	...	...	...	...	...			...													
Pihanee No. III.	do.,	...	...	...	...	...	...	...	...	...	...			...										256	1000	3	6	3	14	6
Jaroulee	do.,	...	...	...	...	...	...	...	...	...	...			...													
Oudhurnpoor	do.,	...	...	...	...	...	...	...	...	...	...			...													
Bawan	do.,	...	...	...	...	...	...	..	...	...	...			...	...	...	...										
Kooraree	do.,	...	...	...	...	...	...	...	..	...	...			...	...	..	...										
Purial	do.,	..	...	...	...	...	...	...	...	...	...			...	...	...	...										
Burwarah	do.,	...	...	...	...	...	...	...	...	...	...			...	...	...	...										
Moghulpoora	do.,	...	...	...	...	20																					
Khurd Mahal	do.,	...	...	...	...	17	334	13	7	9	0	9	55	631	15	0	11	7	10	68	644	2	0	9	7	6	105	1086	0	0	10	5	6
Shahzadpoor	do.,	...																															
Tandah	do.,	...	...	...	.	...	...			...			...	...			..			...	...			...			39	36	0	0	1	9	6
Akberpoorah	do.,	...	...	...	..	...	...			...			...	...			...																
Chhaonee	do.,	...	...	...	...	...	...			...			...	...			...			25	...			...			25	179	4	6	7	2	9
Katawan	do.,	...																															
Jugdeespoor	do.,	...	...	...	...	...	...			...			...	...			...			...	...			...			35	144	0	0	4	1	9
Aflipoor	do.,	...	...	...	...																												
Sultanpoor	do.,	...	...	...	...																												
Dehwa	do.,	...	...	...	...	111	229	0	6	2	1	0	115	458	11	6	3	15	1	97	365	7	6	3	12	3	93	295	15	6	3	2	11
Piyaree Putty	do.,	...	...	...	...																												
Tiary	do.,	...	...	...	...																												
Nawabgunj	do.,	..	...	..	...	...	...			...			...	...			...			...	...			...			14	23	1	0	1	10	4
Mohomdee	do.,	...	...	...	...	...	...			...			...	...			...			...	...			...			18	85	8	0	4	12	0
Jail Schools.																																	
Jail School, Lucknow,	Male School,	...	...	...	...	114	217	14	0	1	14	7	78	360	0	0	4	9	10	69	379	8	0	5	7	8	67	360	0	0	5	5	11
	Female School,	...	...	...	...	...	...			...			..	...			...			...	...			..			19	23	4	0	1	3	7
Jail School, Sultanpoor,		...	...	...	...	...	...			...			14	...			...			12	...			...			...	...			...		
Government Normal Schools.																																	
Male Normal School, Lucknow,		...	144	15692	2	11	108	15	7	195	17936	13	0	91	15	8	206	19153	0	8	92	15	7	197	19412	2	5	98	8	6	130	14656	15	9	112	11	11
Female do. do. do.,		...	...	...			...			12	667	12	9	55	10	4	20	1552	12	9	77	10	3	17	1436	13	0	84	8	3	10	1218	0	7	121	12	10
Private Colleges.																																	
Canning College.	College Department,	...																															
	School Department,	...																															
	Oriental Department,	...	411	33735	9	4	82	1	3	556	42891	2	0	77	2	3	615	49232	4	11	80	0	10	668	54258	13	10	81	3	7	674	62372	14	9	92	8	8
	Preparatory School,	...																															
Private Schools, Middle Class.																																	
Ajoodhya School,		...	53	752	0	0	14	3	0	79	937	13	0	11	13	11	131	1117	2	9	8	8	5	124	1312	12	9	10	9	4	123	1361	14	0	11	1	1
Zeidpore School with one Branch,		...	68	934	2	8	13	11	9	71	979	3	9	13	12	8	64	982	0	7	15	5	6	63	957	4	6	15	3	1	78	978	7	0	12	8	8
Futtehpore School,		...	71	994	9	6	14	0	2	77	1064	15	0	13	13	3	84	980	6	0	11	10	8	87	1053	4	0	12	1	8	72	1024	13	6	14	3	9
Mallawan School,		...	68	868	10	0	12	12	5	94	1097	7	6	11	10	9	143	1450	3	0	10	2	3	150	1143	5	9	7	9	11	138	991	7	0	7	2	11
Neotnee School,		...	...	...			...			36	358	5	0	9	15	3	53	639	2	0	12	0	11	62	672	10	0	10	13	6	57	734	6	0	12	14	1

TABLE XII.—(*Continued.*)

Name of Institution.	1866-67			1867-68.			1868-69.			1869-70			1870-71.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost	Cost of each pupil's education.
Private Schools, Middle Class,— *(Continued.)*		Rs. As. P.	Rs. As. P		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Evening School, Lucknow,	.			98	1972 7 1	20 2 0	76	2300 0 0	30 4 2	66	1800 13 6	27 4 6	51	1490 5 1	29 3 7
Mahmoodabad School with two Branches,	...			...	...	...	116	1603 4 9	13 3 2	129	2195 11 0	17 0 4	152	2216 6 0	14 9 3
Akounah School,...		...	..		... .	...	42	592 2 0	14 1 6	66	1268 15 7	19 3 7	60	1252 12 0	20 14 0
Boundee do., ...			...		. .	..	61	316 5 4	5 2 11	77	1167 10 0	15 2 7	72	1247 10 9	17 5 3
Bulrampore do., ..	111	2024 10 0	17 7 3	146	3169 10 0	21 11 4	164	2860 0 0	17 7 6	145	3494 14 6	24 1 7	145	3574 1 2	24 10 5
Roy Bareilly, A. M. do., .	39	683 8 0	17 8 5	101	1489 2 5	14 11 9	91	2047 2 0	22 7 11	104	2074 13 3	20 4 0	104	1879 0 0	18 1 0
Hoosseinabad, A. M. do., ...	275	4659 9 3	21 15 2	165	5208 7 0	31 9 0	128	5218 7 0	40 12 3	100	5566 9 0	55 10 7	99	5291 0 0	53 7 0
Saadutgunj, A. M. do., ...	68	334 10 6	7 13 6	80	604 13 0	7 8 11	64	610 13 6	9 8 5	54	640 13 0	11 13 10	51	628 0 0	12 5 0
Sadr Bazár, A. M. do., .	45	454 15 10	10 1 9	74	833 4 3	11 4 1	104	987 0 0	9 7 10	91	966 0 0	10 9 10	82	1000 0 0	12 3 1
Hussungunj, A. M. do., ...	15	304 3 11	6 12 2	57	442 4 0	7 12 1	66	628 7 6	9 8 4	48	685 10 0	14 4 6	52	693 0 0	13 5 3
Cashmeree Mohulla, A. M. do., ..	...			83	464 6 9	5 9 6	84	712 4 6	8 5 9	75	761 7 9	10 2 5	90	860 0 0	9 8 10
Kyrabad, A. M. do., ...	72	1209 9 3	16 12 9	90	124 12 9	13 7 11	87	1253 14 3	14 6 7	94	1403 14 6	14 14 11	95	1296 0 0	13 3 3
Rajah ká Bazár, C. M. do , ..	130	3300 0 0	32 10 9	111	3600 15 0	32 7 0	126	3600 0 0	28 9 1	317	3635 0 0	11 7 5	260	4800 0 0	18 7 4
Ranee Kuttra, C. M. do.,		.	...	85	677 1 9	7 15 5	75	1181 15 0	15 12 1	82	1440 0 0	17 5 0	82	840 0 0	10 3 10
Nakhas ka Pul, C. M. do., .	...	...		101	777 1 9	7 11 1	107	1181 15 0	11 0 9	64	1440 0 0	22 8 0	80	842 12 0	10 8 6
Victoria Street, C. M. do.,	.	...		130	1257 10 6	9 10 9	89	1560 0 0	17 8 5	156	1560 0 0	10 0 0	138	1560 0 0	11 4 10
Bhinga do., ..		...		...	.	...	...	..		..	62 4 0		61	934 0 0	15 5 0
Private Schools Lower Class,															
Gopamow do., .	29	438 14 0	15 2 2	81	535 0 9	6 9 8	112	628 3 0	5 9 9	78	501 7 0	6 6 10	64	469 12 0	7 5 5
Pihanee do., ...	34	203 6 5	5 15 9	58	215 15 3	3 11 6	100	532 2 9	5 5 1	113	495 12 0	4 6 2	108	419 15 4	3 14 3
Sikundrabad do.,	36	418 0 0	11 9 9	31	493 8 0	15 14 8	27	465 2 3	17 3 7	31	481 12 0	7 3 0	34	493 4 1	3 4 11
Alignnj do., ..	...	...	.	31	30 6 6	0 15 8	36	124 5 6	3 7 3	36			64		
Kymara do., ...	..		... .		..		...		.	..	...		51		
Dhowrehra do ,	13	68 8 0	5 4 4	23	108 0 0	4 11 1	25	231 11 10	9 4 3	20	129 8 0	6 7 7	23	121 1 0	5 4 3
Nawabgunj, Alliabad do., .	16	210 0 0	13 2 0	23	360 0 0	15 10 5	...	..	...	...	360 0 0	...	43	360 0 0	8 5 11
Shunkerpore Sarai do., .	25	18 0 0	0 11 6	28	154 0 0	5 8 0	40	156 13 6	3 14 8	41	239 4 4	5 13 4	45	201 5 0	4 7 7
Muchhretta do.,	46	999 13 0	21 11 9	54	1041 3 1	19 4 6	101	1060 7 4	10 7 11	87	1037 1 3	11 14 8	63	894 8 8	14 3 2
Tumbore do., ...	32	451 9 0	14 1 9	43	523 5 9	12 2 8	57	506 11 9	8 14 2	75	499 5 11	6 10 6	92	518 6 9	5 10 2
Lahurpoor do., ...	41	397 9 6	9 11 2	106	504 0 0	4 12 0	107	527 6 0	4 14 1	125	607 7 9	4 13 9	119	618 12 3	5 3 2

Painteypoor	Schools,...	62	484 11 0	7 13 1	70	527 8 9	7 8 6	69	542 1 3	7 13 8	70	552 2 6	7 14 3	66	528 8 6	8 0 1
Hargaon	do., ...	47	395 15 6	8 6 5	54	466 14 0	8 10 4	56	486 5 0	8 10 11	72	507 13 6	7 0 10	80	519 1 6	6 7 9
Neemsar	do., ...	29	130 8 6	4 8 0	48	343 12 8	7 2 7	56	443 12 9	7 14 9	65	454 0 0	6 15 9	62	440 11 0	7 1 8
Kootubnaggur	do., ...	41	386 5 0	9 6 6	49	471 1 10	9 9 10	54	430 9 0	7 15 7	60	411 6 4	6 13 8	61	450 14 6	7 6 3
Maharajnaggur	do., ...	35	457 3 6	13 0 0	37	563 13 6	15 3 9	45	520 11 0	11 9 1	62	470 11 4	7 9 5	68	478 14 0	7 0 8
Paraspoor	do., ...	38	454 2 9	11 15 3	47	494 5 6	10 8 3	85	673 12 9	7 14 9	76	675 9 0	8 14 3	83	685 14 9	8 4 2
Begumgunj	do., ...	...	...	...	...	...	...	...	...	...	44	229 6 6	5 3 7	52	257 0 3	4 15 1
Deogaon	do., ...	...	...	...	...	...	...	...	...	...	43	274 8 0	6 6 1	43	130 0 0	3 0 4
Baragaon	do., ...	...	...	...	...	...	...	36	224 4 4	6 3 8	74	412 11 6	5 9 2	59	401 2 6	6 12 9
Sandee	do., ...	70	1161 9 9	16 7 3	66	1202 2 9	18 3 5	81	1165 14 10	14 6 3	93	891 4 3	9 9 4	97	471 5 6	4 13 9
Mahonah with one Branch	do., ...	...	...	...	90	203 10 2	2 4 7	83	1072 12 6	12 14 9	64	651 14 6	10 2 11	113	681 7 3	6 0 5
Huzrutgunj, C. M.	do., ...	...	...	...	...	...	...	...	...	...	42	108 0 0	2 8 5	35	113 9 7	3 3 11
Punnapoor, A. M.	do., ...	...	...	...	...	...	...	...	...	...	...	...	...	45	575 0 0	12 12 5
Gabbapore	do., ...	...	...	...	...	...	...	...	...	...	...	...	...	11	48 0 0	4 5 10
Maharajgunj	do., ...	...	...	...	..	...	...	20	68 0 0	3 6 5	15	63 0 0	4 3 2	17	65 0 0	3 13 2
Dharumnaggur	do., ...	8	74 0 0	9 2 0	14	84 0 0	6 0 0	30	54 0 0	1 12 9	27	51 0 0	1 13 2	21	53 0 0	2 8 5
Chardah	do., ...	7	62 0 0	8 13 9	11	57 0 0	6 1 5	23	68 0 0	2 15 4	13	63 0 0	4 13 6	9	63 0 0	7 0 0
Muttra	do., ...	18	153 0 0	8 8 0	17	170 0 0	10 0 0	25	85 0 0	3 6 5	27	135 0 0	5 0 0	23	137 0 0	4 2 5
Sheopoor	do., ...	10	73 0 0	7 4 9	18	80 0 0	4 7 0	16	94 8 0	5 14 4	14	75 0 0	5 5 8	11	77 0 0	7 0 0
Toolseepore	do., ...	8	61 0 0	7 10 0	12	66 0 0	5 8 0	30	81 0 0	2 11 2	22	75 0 0	3 6 6	33	53 0 0	2 4 10
Panchperwa	do., ...	13	74 0 0	5 11 1	17	84 0 0	4 16 0	24	89 0 0	3 11 4	18	75 0 0	4 2 8	18	78 0 0	4 5 4
Pipehra	do., ...	10	85 0 0	8 8 0	25	96 0 0	3 13 5	25	88 0 0	3 8 4	24	75 0 0	3 2 0	24	78 0 0	3 4 0
Hurhurpore	do., ...	...	...	...	...	...	...	23	60 0 0	2 15 4	19	63 0 0	6 4 9	16	65 0 0	
Bankatwa	do., ...	7	60 0 0	8 9 1	10	66 0 0	6 9 7	14	68 0 0	4 13 9	10	63 0 0	6 4 9	6	65 0 0	4 1 0
Burwar	do., ...	17	136 2 0	8 0 1	19	151 10 0	7 15 8	27	187 0 0	6 14 9	41	192 13 8	4 11 3	43	178 7 6	10 13 4
Pusgawan	do., ...	23	142 5 6	6 3 0	30	144 0 0	4 12 9	40	207 1 0	5 2 9	40	170 2 4	4 4 0	41	225 10 6	4 3 0
Aurungabad	do., ...	24	144 0 0	6 0 0	31	148 13 0	4 12 9	27	146 1 6	5 6 6	60	178 14 8	2 15 8	78	195 10 0	5 8 1
Pyla	do., ...	...	...	...	...	...	...	...	...	...	22	61 6 9	2 12 8	27	107 6 9	2 8 2
Pullia	do., ...	...	...	...	...	...	...	...	...	...	...	...	...	49	135 11 0	3 15 8
Khurgoopore	do., ...	...	...	...	...	...	...	...	...	...	45	114 15 1	2 8 10	30	202 9 9	2 12 4
Hindoo	do., ...	...	...	...	...	...	...	...	...	...	...	...	...	20	280 0 0	6 12 1
Private Female Schools.																
La Martiniére Girls' School, Lucknow,		45	6565 8 9	145 14 5	55	6526 0 0	118 10 5	28	5181 2 8	185 7 6	41	6508 14 3	158 12 0	71	11005 7 11	155 0 1
Raja ka Bazar, C. M., Girls' School,								19								
Golagunj	do. do., ...							20								
Asharfabad	do. do., ...	75	2266 14 0	30 3 7	85	2621 0 0	30 13 4	20	2531 0 0	26 1 5	117	2387 3 2	20 6 5	113	2321 8 0	20 8 8
Yahayagunj,	do. do., ...							19								
Zahur Buksh Bazár	do. do., ...							19								
Noubustah, A. M., Girls' School,	...															
Nakhas	do. do., ...															
Malkagunj,	do. do., ...															
Mukaramnaggur	do. do., ...															
Chauputtia	do. do., ...	...	...	...	...	...	...	...	...	...	...	...	...	162	1950 0 0	12 0 7
Husseinabad	do. do., ...															
Nagaria	do. do., ...															
Hussaingunj	do. do., ...															
Zenana Mission Agency, Lucknow,		...	...	...	...	...	...	...	...	...	...	...	...	32	2077 0 0	64 14 6
Roy Bareilly, A. M. Girls' School,	...	14	120 0 0	8 9 2	16	182 8 6	11 6 6	21	240 0 0	11 6 10	21	212 2 0	10 2 0	20	174 0 0	8 11 2

TABLE XII.—(*Continued.*)

Name of Institution.	1866–67.			1867–68.			1868–69.			1869–70.			1870–71.		
	Average attendance	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
														Rs. As. P.	Rs. As. P
Private Indigenous Schools.															
Lucknow, ... 0	...	...	...	...	...	...	...	...	...	...	...	...	915	...	...
Barabunkee, ... 74	...	...	...	...	...	...	...	...	...	...	...	...	602	335 12 0	0 8 11
Oonao,... 65	...	...	...	...	...	...	...	...	...	...	...	...		3292 5 0	6 1 2
Seetapoor, ... 72	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...
Hurdui. 66	...	...	...	...	...	...	...	...	...	...	...	...	478	4766 0 0	9 15 6
Kheree, ... 13	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...
Fyzabad, ... 37	...	...	...	...	...	...	...	...	...	...	...	...	...	159 5 0	...
Gondah, ... 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.
Baraich, ... 8	...	...	...	...	...	...	...	...	...	...	...	...	161	533 5 0	3 5 0
Roy Bareilly, ... 30	...	...	...	...	...	...	...	...	...	...	...	...	...	1000 0 0	...
Sultanpoor,... 5	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Pertabgurh, ... 53	...	...	...	...	...	...	...	...	...	...	...	...	...	1347 0 0	...

LUCKNOW:
OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH,
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A

Table XIII.—Distinctions conferred by the C
the year 1870-71.

Number.	Names of students.	Names of Institutions.
1	J. A. D'Cruz, ...	Canning College,
2	Pundit Bishambher Nath, ...	Ditto
3	Mirza Rafee-ud-din Beg, ...	Ditto
4	Bidhubhushan Mukhopadhya, ..	Ditto
5	Syud Ali, ...	Ditto
6	S. M. Yusoofoozzaman, ...	Ditto
7	Mirza Nisar Hosein, ...	Ditto
8	Amrit Lall Nath, ...	Ditto
9	Madho Pershad Tewaree, ...	Ditto
10	Her Narain, ...	Ditto
11	S. Montry, ...	Ditto
12	Syud Raza Hossein, ...	Ditto
13	Ram Nath Bhuttacharjea, ...	Ditto
14	Bijay Shunker Rae, ...	Ditto
15	Suruj Dayal, ...	Ditto
16	Sarda Pershad Singhee, ...	Ditto
17	Gonendro Nath Singh, ...	Ditto
18	Kunj Beharee Lall, ...	Ditto
19	Siva Chundra Rae, ...	Ditto
20	Ram Lall Dobee, ...	Ditto
21	Gopi Chund, ...	Ditto
22	Nilamwur Basu, ...	Ditto
23	Kidar Nath Pundit, ...	Ditto
24	Kulada Pershad Roy, ...	Ditto
25	Syued Mohomed Taki, ...	Ditto
26	Nehal Singh, ...	Lukimpoor Zillah School,
27	Luchmi Narain, ...	Ditto
28	Rajendra Nath Oobdadar, ...	Ditto
29	Siva Govind Misra, ...	Ditto
30	Mendi Lall, ...	Barabunkee, "
31	Jamaiat Rae, ...	Hurdui, "
32	Kalka Pershad, ...	Do. "
33	Ebadullah, ...	Do. "
34	Abid Hosein, ...	Do. "
35	Beni Pershad Bhuttacharjea, ..	Seetapoor, "
36	Basdeo Lal Dhunsar, ...	Do. "
37	Imdad Ali, ...	Do. "
38	Kedar Nath Sein, ...	Do. "
39	Munna Lall.	Fyzabad, "
40	Ali Hosein, ...	Do. "
41	Bhavaneshwar Ghose, ...	Roy Bareilly, "
42	Bhugwan Dayal, ...	Sultanpoor, "
43	Siva Dayal, ...	Oonao, "
44	George Humphress, ...	La'Martiniere College,
45	A. Adie, ...	Ditto
46	V. Paterson, ...	Ditto
47	S. Corrigan, ...	Ditto

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

TABLE No. XIV. A.—(*Continued.*)

Name of scholars.	School at which gained.	When gained	Free or stipendiary.		For how long tenable.	For proficiency in what language.
				Rs. As. P.		
Rikh Pershad, ...	Barabunkee,	Nov. 1870.	Stipendiary.	3 8 0	One year.	General proficiency Deptl. Examination.
Kalka Pershad, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Janki Pershad, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Golab Roy, ...	Do.,	Do.,	Do.,	2 0 0	Do.,	Do.,
Mohin Lall, ...	Do.,	Do.,	Do.,	2 0 0	Do.,	Do.,
Soruj Bullee, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Radha Krishna, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Jumna Pershad, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Anny Lall, ...	Hurdui,	Do.,	Do.,	3 8 0	Do.,	Do.,
Luchman Pershad, ...	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Mahomed Qaim, ...	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Dustoor Ali, ...	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Budri Narain, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Sheo Bukhsh, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Hurdayal, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Raj Bahadoor, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Gokul Pershad, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Babú Ram, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Bansi Dhur, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Izzut Ali, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Munsoor Ali, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Sheo Dayal, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Sheo Sahai, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Her Pershad, ...	Lakhimpoor,	Do.,	Do.,	3 8 0	Do.,	Do.,
Janki Pershad, ...	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Ramkulp Ghose, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do. in Vernacular.
Chundun Lall, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Rahmut Ali, ...	Chouk school,	July 1870.	Do.,	4 0 0	3 years.	Do.,
Dabee Pershad, ...	Do.,	Do.,	Do.,	2 0 0	Do.,	Do.,
Modho Pershad, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Kareem Bukhsh, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Vilayat Hossain, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Lakshman Pershad, ...	Mohunlalgunj.	Do.,	Do.,	4 0 0	Do.,	Do.,

TABLE No. XIV. A.—(*Continued.*)

Name of Scholars.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what langunge.
Chundi Singh, ...	Mohunlalgunj,	July 1870.	Stipendiary	4 0 0	3 years.	General proficiency Deptl. Examination, in Vernacular.
Kalka Pershad, ...	Mulhiabad,	Do.,	Do.,	4 0 0	Do.,	Do.,
Madho Pershad, ...	Mulhiabad,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bisheshwar Dayal, ...	Oonao,	Nov. 1870.	Do.,	3 8 0	One year.	General proficiency Deptl. Examination.
Saraswate Sahai, ...	Oonao,	Do.,	Do.,	2 8 0	Do.,	Do.,
Gajadhur Pershad, ...	Do.,	Do.,	Do.,	2 8 0	Do.,	Do.,
Ram Ratun, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Gokarun Nath, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Chunni Lall, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Baij Nath, ...	Do.,	July 1870.	Do.,	4 0 0	3 years.	Do. in Vernacular.
Lalta Pershad, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Fateh Ali, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhola Nath, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Chota Lall, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ganga Pershad, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Jagun Nath, ...	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Rughbeer Sahay, ...	Do.,	Nov. 1870.	Do.,	3 0 0	One year.	General proficiency Deptl. Examination.
Doorga Pershad, ...	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Kirpa Dayal, ...	Seetapoor,	Do.,	Do.,	3 8 0	Do.,	Do.,
Brij Mohun Lall, ...	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVI.—Return of Private Donations and Endowments from which aid was received by the Department of Public Instruction, Oudh, during the year 1870-71.

Name of donor.	Description of donation.	Annual value.			For what period to continue.	Remarks.
		Rs.	A.	P.		
LUCKNOW DISTRICT.						
Rajah Kashi Prasad, Taluqdar, ...	Cash.	229	0	0		Building of Mahonah School.
Ditto, ditto, ...	"	243	0	0	Uncertain.	For education.
Rajah Ratun Sing, Taluqdar, ...	"	202	0	0	"	"
Baboo Kally Prakash, Tahsildar of Mulhiabad, ...	"	118	13	0	"	"
Mourawan Estate and Court of Wards, ...	"	50	0	0	"	"
Pandit Sheo Narayan, Deputy Inspector of Schools, Lucknow, ...	"	67	8	6	"	"
Total of Subscriptions of Rs. 50 per annum and upwards, ...	Cash.	910	5	6	"	"
Add aggregate of smaller subscriptions, ...	"	60	0	0	"	"
	Total Rs., ..	970	5	6		
BARABUNKEE DISTRICT.						
Rajah Surubjeet Singh, Taluqdar, ...	Cash.	214	8	0	"	"
Badshah Hossein Khan, do., ...	"	96	0	0	"	"
Zeinoolabdeen, do., ...	"	60	0	0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	370	8	0	"	"
Add aggregate of smaller subscriptions, ...	"	1,185	5	6	"	"
	Total Rs. ..	1,555	13	6		
OONAO DISTRICT.						
Baldeo Bukhsh, Taluqdar of Akoharee, ...	Cash.	102	0	0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	102	0	0	"	"
Add aggregate of smaller subscriptions, ...	"	467	7	8	"	"
	Total Rs. ..	569	7	8		

SEETAPOOR DISTRICT.					
Rajah Ameer Husun Khan, Taluqdar of Mahmudabad, ...	...	Cash.	316 7 6	Uncertain.	For education.
" Ibad Ali Khan, Taluqdar of Painteypore, ...	...	"	74 1 0	"	"
" Sheo Bukhsh Singh, Taluqdar of Kotesur, ...	...	"	97 5 3	"	"
Thakur Gooman Singh, Taluqdar of Rampore Muttra, ...	...	"	24 12 0	"	"
Nawab Umjud Ali Khan, Taluqdar of Kunwa Khera, ...	...	"	103 8 0	"	"
Mirza Abbas Beg, Taluqdar of Baragaon, ...	...	"	180 0 0	"	"
Thakoor Hurihur Bukhsh, Taluqdar of Surawa, ...	...	"	54 2 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	Cash.	850 3 9	"	"
Add aggregate of smaller subscriptions, ...	...	"	1,930 8 8	"	"
		Total Rs., ..	2,780 12 5		
HURDUI DISTRICT.					
Bharut Singh, Taluqdar, ...	...	Cash.	60 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	Cash.	60 0 0	"	"
Add aggregate of smaller subscriptions, ...	...	"	1,686 5 10	"	"
		Total Rs., ..	1,746 5 10		
KHEREE DISTRICT.					
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	Cash.	....	"	"
Add aggregate of smaller subscriptions, ...	...	"	2,124 1 11	"	
		Total Rs., ..	2,124 1 11		
FYZABAD DISTRICT.					
Maharanee Sahib, Taluqdar, ...	...	Cash.	600 0 0	"	"
Babu Abhoydut Singh, Taluqdar, ...	...	"	60 0 0	"	"
Azim Ali Khan, Taluqdar, ...	...	"	213 0 0	"	"
Rughonath Kooer, Taluqdar, ...	...	"	60 0 0	"	"
Babu Hur Dut Singh, Taluqdar, ...	...	"	60 0 0	"	"
Mulick Hidayut Hossein, Taluqdar, ...	...	"	120 0 0	"	"
Oodress Singh, Taluqdar, ...	...	"	132 0 0	"	"
Lalloo Saie, Taluqdar, ...	...	"	293 12 9	"	"
Babu Joy Dutt Singh, Taluqdar, ...	...	"	84 0 0	"	"
" Sunkery Bukhsh, Taluqdar, ...	...	"	319 0 0	"	"
" Umresh Singh, Taluqdar, ...	...	"	53 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	...	Cash.	1,994 12 9	"	"
Add aggregate of smaller subscriptions, ...	...	"	680 8 0	"	"
		Total Rs., ..	2,675 4 9		

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.			For what period to continue.	Remarks.
		Rs.	A.	P.		
GONDAH DISTRICT.						
Maharajah Man Singh, Taluqdar, ...	Cash.	540	0	0	Uncertain.	For education.
Maharajah Drig Bijey Singh, Taluqdar, ...	"	600	0	0	"	"
Thakoorain Surfaraz Kooer, Taluqdar, ...	"	180	0	0	"	"
Hurnarain Ram Pandey, Taluqdar, ...	"	240	0	0	"	"
Rajah Prithipal Singh, Taluqdar, ...	"	240	0	0	"	"
Rajah Kishen Dutt, Taluqdar, ...	"	480	0	0	"	"
Rajah Rundheer Singh, Taluqdar, ...	"	108	0	0	"	"
Thakoor Mirtoonjay Bukhsh, Singh, ...	"	72	0	0	"	"
Thakoor Rughbeer Singh, Taluqdar, ...	"	84	0	0	"	"
Babu Ajeet Singh, Taluqdar, ...	"	72	0	0	"	"
Thakoor Shere Bahadur Singh, Taluqdar, ...	"	123	0	0	"	"
Ranee Surfuraz Kooer, ...	"	50	0	0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	2,789	0	0	"	
Add aggregate of smaller subscriptions, ...	"	976	0	0	"	
	Total Rs., ..	3,765	0	0		
BARAICH DISTRICT.						
Maharajah Khuruk Singh, of Kupoor Thullah, ...	Cash.	1,195	0	0	"	For Boundi and Akounah Aided Schools.
Nawab Nisar Ali Khan, Taluqdar, ...	"	180	0	0	"	For Nawabgunj, Aliabad Aided School.
Bhya Oodey Purtab Singh, Taluqdar, ...	"	840	0	0	"	For Bhinga Anglo-Vernacular School.
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	2,215	0	0	"	
Add aggregate of smaller subscriptions, ...	"	.....			"	
	Total Rs., ..	2,215	0	0		
SULTANPOOR DISTRICT.						
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	.....			"	
Add aggregate of smaller subscriptions, ...	"	199	0	0	"	For education.
	Total Rs., ..	199	0	0		

PERTABGURH DISTRICT.				
Dewan Run Bijay Bahadur Singh, Taluqdar, ...	Cash.	60 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	60 0 0	"	"
Add aggregate of smaller subscriptions, ...	"	414 13 6	"	"
	Total Rs., ..	474 13 6		
Taluqdari subscriptions not collected through district officers.	Grand total, Rs., ..	19,076 1 1		
GONDAH DISTRICT.				
Maharajah Drig Bijey Singh K. C. S. I., Taluqdar of Bulrampoor, ..	Cash.	2,626 9 2	"	For Bulrampoor Sadr and Moofussil schools.
	Total Rs., ..	2,626 9 2		
SEETAPOOR DISTRICT.				
Rajah Ameer Hussun Khan, Taluqdar of Mahmudabad, ...	Cash.	1,050 0 0	"	For Mahmudabad school.
	Total Rs., ..	1,050 0 0		
	Grand total, Rs., ..	3,676 9 2		

SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.

LUCKNOW DISTRICT.			
Rajah Jugmoohun Singh, Taluqdar, ...	¼ per cent. on Sadr jama.	184 6 10	Permanent.
Mohomed Nuseem Khan, do., ...	"	81 9 9	"
" Ahmed Khan, do., ...	"	72 0 6	"
Rajah Kanhya Lal, do., ...	"	68 13 8	"
Rajah Kashi Prashad, do., ...	"	129 14 0	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	536 12 9	"
Add aggregate of smaller subscriptions, ...	"	309 11 4	"
	Total Rs., ..	846 8 1	
OONAO DISTRICT.			
Chowdhry Gopal Singh, Taluqdar, ...	¼ per cent. on Sadr jama.	74 12 0	"
" Hushmut Ali, do., ...	"	63 1 0	"
Rajah Kashi Prashad, do., ...	"	94 1 0	"
Carried over, ..	....	231 14 0	

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.			For what period to continue.	Remarks.
		Rs.	A.	P.		
Brought forward, ..	.....	231	14	0		
OONAO DISTRICT.—(*Continued.*)						
Mahunt Hur Churun Dass, Taluqdar, ...	¼ Per cent. on sadr jama.	158	14	3	Permanent.	
Rajah Kanhya Lal, do., ...	"	497	15	3	"	
Buldeo Bukhsh, do., ...	"	68	0	0	"	
Shunker Bukhsh, do., ...	"	70	0	0	"	
Makrand Singh, do., ...	"	57	9	0	"	
Mohesh Bukhsh and Arjoon Singh, Taluqdars, ...	"	85	2	0	"	
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	1,169	6	6	"	
Add aggregate of smaller subscriptions.	"	604	10	3	"	
	Total Rs., ..	1,774	0	9		
BARABUNKEE DISTRICT.						
Kazi Ikram Ahmed, Taluqdar, ...	¼ Per cent. on sadr jama.	94	6	0	"	
Meer Boonyad Hossein, do., ...	"	70	13	3	"	
Hakim Kuram Ali, do., ...	"	73	2	0	"	
Rajah Furzund Ali Khan, do., ...	"	228	11	0	"	
Rae Ibram Bulli, do., ...	"	120	8	9	"	
Rani Talamund Kooer, do., ...	"	293	6	6	"	
Chowdhry Gholam Fureed, Taluqdar, ...	"	65	6	11	"	
Rajah Narindur Bahadur, Taluqdar, ...	"	271	13	3	"	
Raza Hossein, Taluqdar, ...	"	135	15	5	"	
Chowdhry Surfaraz Ahmed, Taluqdar, ...	"	78	10	6	"	
Rajah Oomrao Singh, Taluqdar, ...	"	169	3	0	"	
Rajah Surubjeet Singh, ...	"	621	12	6	"	
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	2,223	13	1	"	
Add aggregate of smaller subscriptions, ...	"	547	4	8	"	
	Total Rs., ..	2,771	1	9		
SEETAPOOR DISTRICT.						
Rajah Ameer Hussun Khan, Taluqdar, ...	¼ Per cent. on sadr jamá.	633	0	0	"	
Jawahir Singh, do., ...		172	13	0	"	

Badshah Hossein Khan, do., ...	"	54 7 0	"
Rajah Ibad Ali Khan, do., ...	"	243 14 0	"
Hurryhur Bukhsh Singh, do., ...	"	110 3 0	"
Maharaj Singh, do., ...	"	77 11 0	"
Bhawani Deen Singh, do., ...	"	51 4 0	"
Fuzl Ali Khan, do., ...	"	89 10 6	"
Nawab Umjud Ali Khan, do., ...	"	88 12 5	"
Kalka Bukhsh, do., ...	"	87 7 6	"
Rajah Sheo Bukhsh Singh, do., ...	"	211 7 9	"
Runjeet Singh and Munnoo, do., ...	"	75 5 9	"
Ununt Singh and Bhageeruth Singh, Taluqdars, ...	"	51 10 10	"
Seth Rughbur Dyal and Seeta Ram, do, ...	"	56 15 10	"
Thakoor Goman Singh, do., ...	"	110 9 0	"
Agha Jan, do, ...	"	130 5 0	"
Rajah Shumshere Bahadur, do., ...	"	109 12 0	"
Mirza Ahmed Ali Beg, do., ...	"	73 3 0	"
Total of subscriptions of Rs 50 per annum and upwards, ...	"	2,428 7 7	"
Add aggregate of smaller subscriptions, ...	"	397 13 7	"
	Total Rs., ..	2,826 5 2	
HURDUI DISTRICT.			
Doorga Prashad, Taluqdar, ...	½ Per cent. on sadr jama.	91 0 0	
Futteh Chund, do., ...	"	91 2 0	"
Hushmut Ali, do., ...	"	305 0 0	"
Wasi Hyder, do., ...	"	64 0 0	"
Rajah Hurdeo Bukhsh, Taluqdar, ...	"	180 0 0	"
Rundheer Singh, do., ...	"	70 5 0	"
Dal Singh, do., ...	"	98 0 0	"
Hossein Ali, do., ...	"	57 0 0	"
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	956 7 0	"
Add aggregate of smaller subscriptions, ...	"	155 8 3	"
	Total Rs., ..	1,111 15 3	
KHEREE DISTRICT.			
Rajah Indra Bikrum Sah, Taluqdar, ...	½ Per cent. on sadr jama	146 0 0	"
Thakoor Bulbhuddur Singh, do., ...	"	247 14 0	"
Rajah Nurput Singh, do., ...	"	76 9 0	"
Rajah Unrood Singh, do., ...	"	369 9 0	"
Rajah Runjeet Singh, do., ...	"	110 12 0	"
Rao Moneshwar Bukhsh, do, ...	"	78 8 0	"
Carried over, ..	.....	1,234 9 0	

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.			For what period to continue.	Remarks.
		Rs.	A.	P.		
Brought forward, ..	.....	1,234	9	0		
KHEREE DISTRICT.—(*Continued.*)						
Rajah Gunga Singh, Taluqdar, ...	¼ Per cent. on sadr jama.	199	4	0	Permanent.	
Rajah Mooshurruf Ali, do., ...	"	83	12	0	"	
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	1,312	4	0	"	
Add aggregate of smaller subscriptions, ...	"	49	9	0	"	
	Total Rs., ..	1,352	13	0		
FYZABAD DISTRICT.						
Babu Abhoydut Singh, Taluqdar, ...	¼ Per cent. on sadr jama.	193	8	0	"	
" Hurdut Sing, Taluqdar, ...	"	217	5	0	"	
" Moheep Narain Singh, Taluqdar, ...	"	169	9	0	"	
" Sheo Purgas Singh, Taluqdar, ...	"	184	8	0	"	
Meer Baqur Hossein and Ghuzuffur Hossein, Taluqdars, ...	"	262	1	0	"	
Mulick Hidayat Hossein, Taluqdar, ...	"	591	0	0	"	
Babu Oodress Singh and Chundress Singh, Taluqdars, ...	"	163	1	0	"	
" Joydut Singh, Taluqdar, ...	"	199	3	0	"	
" Ram Suroop Singh, ...	"	87	0	0	"	
Thakoorain Rughonath Kooer, ...	"	209	1	0	"	
Babu Kishen Prashad Singh, ...	"	203	13	0	"	
Maharajah Man Singh, Taluqdar, ...	"	653	8	0	"	
Rajah Shunkery Bukhsh Singh, Taluqdar, ...	"	212	13	0	"	
Babu Unress Singh, Taluqdar.	"	55	0	0	"	
Total of subscriptions of Rs. 50 per annum and upwards, ...	"	3,401	6	0	"	
Add aggregate of smaller subscriptions, ...	"	409	9	0	"	
	Total Rs., ..	3,810	15	0		
BARAICH DISTRICT.						
Rajah Khuruk Singh, Taluqdar, ...	¼ Per cent. on sadr jama.	894	0	0	"	
" Jang Bahadur Khan, Taluqdar, ...	"	833	0	0	"	
" Seetla Bukhsh Singh, Taluqdar, ...	"	174	8	0	"	
" Oodey Pertab Singh, Taluqdar, ...	"	181	0	0	"	

„ Nurput Singh, Taluqdar, ...	„	345 4 0	„
Nawab Nawazish Ali, Taluqdar, ...	„	105 10 0	„
Moozuffur Hossein, Taluqdar, ...	„	52 0 0	„
Rugho Nath Singh, Taluqdar, ...	„	156 0 0	„
Total of subscriptions of Rs. 50 per annum and upwards, ...	„	2,741 6 0	„
Add aggregate of smaller subscriptions, ...	„	70 0 0	„
	Total Rs, ..	2,811 6 0	
ROY BAREILLY DISTRICT.			
Rana Shunker Bukhsh, Taluqdar, ...	¼ Per cent. on sadr jama.	610 0 0	„
Surdar Singh, do., ...	„	107 2 0	„
Ajoodhya Bukhsh, do., ...	„	97 12 0	„
Mussammat Achal Kooer, do., ...	„	159 14 0	„
Rajah Hindpal Singh, do., ...	„	140 12 0	„
Mussammat Seo Kooer, do., ...	„	118 2 0	„
Chandrapal Singh, do., ...	„	142 1 0	„
Captain Golab Singh, do., ...	„	143 4 0	„
Abdul Hakim Khan, do., ...	„	67 14 0	„
Rajah Seopal Singh, do., ...	„	221 12 0	„
Mussammat Durriao Kooer, do., ...	„	190 10 0	„
Chowdhry Bulbhudder Singh, do., ...	„	84 4 0	„
Shunkuri Bukhsh, do., ...	„	51 9 0	„
Rajah Jugpal Singh, do., ...	„	162 15 0	„
„ Jugmohun Singh, do., ...	„	165 13 0	„
„ Kanhya Lal, do., ...	„	118 0 0	„
„ Jugmohun Singh, do., ...	„	95 1 0	„
Babu Surubjeet Singh, do., ...	„	96 9 0	„
Rajah Rudr Pertab Singh, do., ...	„	75 10 0	„
Hurchund Singh,, do., ...	„	162 2 0	„
Muzhur Hossein do, ...	„	50 6 0	„
Thakoorain Kadum Kooer, do., ...	„	61 0 0	„
Rajah Sookh Mungul Singh, do., ...	„	133 1 0	„
Sheo Dutt Singh, do., ...	„	69 11 0	„
Total of subscriptions of Rs. 50 per annum and upwards, ...	„	3,325 4 0	„
Add aggregate of smaller subscriptions, ...	„	834 15 0	„
	Total Rs., ..	4,160 3 0	
PERTABGURH DISTRICT.			
Babu Bujrung Bahadur, Taluqdar, ...	¼ Per cent on sadr jama.	79 9 2	„
Chondeka Bukhsh, &c., do., ...	„	72 13 7	„
B abuHur Dutt, Singh, do., ...	„	69 14 10	„
Carried over, ..	.. ...	222 5 7	

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value. R.	A.	P.	For what period to continue.	Remarks
Brought forward, ..	.....	222	5	7		
PERTABGURH DISTRICT.—(*Continued.*)						
Raja Bijey Bahadur Singh, Taluqdar, ...	¼ Per cent. on sadr jama.	238	2	8	Permanent.	
Babu Ajeet Singh, do., ...	,,	123	7	8	,,	
,, Hanoman Bukhsh, do., ...	,,	89	1	7	,,	
,, Run Bahadur Singh, do., ...	,,	107	11	9	,,	
,, Bulbhuddur Singh, do., ...	,,	72	5	3	,,	
Rajah Jugpal Singh, do., ...	,,	198	3	6	,,	
,, Jugut Bahadur Singh, do., ...	,,	366	3	4	,,	
Thakoorain Baij Nath Kooer, &c., do., ...	,,	217	14	2	,,	
,, Kublas Kooer, do., ...	,,	217	7	10	,,	
Seetla Bukhsh Singh, do, ...	,,	77	11	11	,,	
Rajah Rampal Singh, do., ...	,,	457	14	5	,,	
Lal Mohesh Bukhsh, do., ...	,,	80	7	11	,,	
Diwan Hurmungul Singh, do., ...	,,	82	11	0	,,	
Rai Madho Pershad, do., ...	,,	217	3	6	,,	
Thakoorain Ajeet Kooer, do., ...	,,	246	13	0	,,	
Diwan Run Bijey Bahadur Singh, do., ...	,,	296	15	3	,,	
Drig Bejey Singh, &c., do, ...	,,	196	0	6	,,	
Lal Bahadur Singh, &c., do., ...	,,	126	1	0	,,	
Total of subscription of Rs. 50 per annum and upwards, ...	,,	3,634	13	10	,,	
Add aggregate of smaller subscriptions, ...	,,	522	4	7	,,	
	Total Rs, ..	4,157	2	5		
GONDAH DISTRICT.						
Rajah Kishun Dutt, Taluqdar, ...	¼ Per cent. on sadr jama.	925	0	0	,,	
Hurnarain Pandey, do., ...	,,	75	8	0	,,	
Rajah Rundheer Singh, do., ...	,,	51	4	0	,,	
Thakoorain Surfuraz Kooer, do., ...	,,	81	0	0	,,	
Rajah Pritheepal Singh, do., ...	,,	79	0	0	,,	
Thukoor Mirtoojey Bukhsh, do, ...	,,	74	4	0	,,	
,, Shere Bahadur, do., ...	,,	65	8	0	,,	
,, Rughbur Singh, do., ...	,,	86	4	0	,,	

Ranee Surfuraz Kooer, do., ...	,,	58	8	0	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	,,	1,496	4	0	,,	
Add aggregate of smaller subscriptions, ...	,,	124	14	0	,,	
	Total Rs., ..	1,621	2	0		
SULTANPOOR DISTRICT.						
Rajah Mahomed Ali Khan, Taluqdar, ...	½ Per cent. on sadr jama.	240	11	6	,,	
Babu Akber Ali Khan, do., ...	,,	236	6	6	,,	
Babu Kampta Pershad and Bishnath Singh, Taluqdars, ...	,,	102	3	9	,,	
Rajah Madho Pertab Singh, Taluqdar, ...	,,	141	11	4	,,	
Babu Hurdut Singh, do., ...	,,	106	13	10	,,	
Rajah Jugunnath Bukhsh, do., ...	,,	131	4	2	,,	
Ranee Sada Bebee, do., ...	,,	164	5	7	,,	
,, Hurnath Kooer, do., ...	,,	71	4	9	,,	
Kalka Bukhsh, do., ...	,,	81	0	6	,,	
Rajah Shunkeree Bukhsh, do., ...	,,	98	8	0	,,	
Babu Oodress Singh and Chundress Singh, Taluqdars, ...	,,	129	13	0	,,	
Babu Oomrao Singh, Taluqdar, ...	,,	54	8	0	,,	
Total of subscriptions of Rs. 50 per annum and upwards, ...	,,	1,558	10	11	,,	
Add aggregate of smaller subscr ptions, ...	,,	553	2	1	,,	
	Total Rs., ..	2,111	13	0		
	Grand Total Rs., ..	29,355	5	5		
RECAPITULATION.						
Grand Total of Taluqdars' subscriptions to Government and Private Schools (excluding Canning College) collected through District Officers during 1870-71, ...	.....	19,076	1	1		
Grand Total of Taluqdars' subscriptions to private schools (excluding Canning College) not collected through District Officers during 1870-71,	.....	3,676	9	2		
Ditto ditto to Canning College during 1870-71. ..	.....	29,355	5	5		
Grand total Rs., ..	.....	52,107	15	8		

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh during the year 1870-71.

			Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.	Remarks.
	General Establishment.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
		From Imperial Revenues,...	45,759 3 11	..	..	21,074 3 7	..	66,833 7 6	
		„ One per cent. educational cess fund, ...	4,292 4 8	..	..	4,927 4 7	..	9,219 9 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	..	..	..	
	Government Colleges and Schools.								
General	Higher Class,	From Imperial Revenues,...	37,259 8 10	3,183 10 4	41 1 0	2,600 5 4	..	43,084 9 6	
		„ One per cent. educational cess fund, ...	716 0 0	..	..	..	..	716 0 0	
		„ Municipal funds, ..	856 0 0	..	..	..	..	856 0 0	
		„ Other sources, ...	6,349 0 3	470 0 0	..	301 4 0	..	7,120 4 3	
	Middle Class,	From Imperial Revenues,...	35,273 13 3	487 0 0	555 13 3	3,958 2 4	..	40,274 12 10	
		„ One per cent. educational cess fund, ...	3,287 11 4	..	..	..	..	3,287 11 4	
		„ Municipal funds, ...	922 2 9	50 0 0	..	240 0 0	..	1,212 2 9	
		„ Other sources, ...	8,967 2 5	358 4 0	..	309 0 11	..	9,634 7 4	
	Lower Class,	From Imperial Revenues, ...	..	..	..	..	..	..	
		„ One per cent. educational cess fund, ...	61,690 8 4	..	16,908 12 8	3,199 4 3	..	81,798 9 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	5,653 5 3	..	5,653 5 3	
	Female Schools,	From Imperial Revenues, ...	4,658 1 7	..	..	260 13 0	..	4,918 14 7	
		„ One per cent. educational cess fund, ...	1,819 5 0	..	..	..	..	1,819 5 0	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	121 0 0	..	..	..	..	121 0 0	
	Jail Schools,	From Imperial Revenues, ...	..	..	..	..	..	..	
		„ One per cent. educational cess fund, ...	..	..	..	..	..	..	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	300 0 0	..	..	83 4 0	..	383 4 0	
Special	Normal Schools,	From Imperial Revenues, ...	3,825 1 0	696 8 7	..	1,478 2 9	..	5,999 12 4	
		„ One per cent. educational cess fund, ...	3,193 8 0	5,393 10 3	..	1,232 8 0	..	9,819 10 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	55 9 9	..	55 9 9	

	Private Colleges and Schools.							
General	Private College. — From Imperial Revenues, ...	..	2,173 7 5	..	..	25,000 0 0	27,173 7 5
	Private College. — „ One per cent educational cess fund, ...	..	..	..	..	..	..
	Private College. — „ Municipal funds, ...	..	..	..	..	..	..
	Private College. — „ Other sources, ...	..	..	..	..	35,199 7 4	35,199 7 4
	Private Schools.						
	Higher Class. — From Imperial Revenues, ...	..	..	..	..	..	..
	Higher Class. — „ One per cent. educational cess fund, ...	..	..	..	..	..	..
	Higher Class. — „ Municipal funds, ...	..	..	..	..	..	..
	Higher Class. — „ Other sources, ...	..	..	..	..	..	..
	Middle Class. — From Imperial Revenues, ...	..	65 0 0	..	..	16,434 10 0	16,499 10 0
	Middle Class. — „ One per cent. educational cess fund, ...	..	..	..	..	120 0 0	120 0 0
	Middle Class. — „ Municipal funds, ...	..	..	..	..	..	...
	Middle Class. — „ Other sources,... ...	..	..	..	..	18,876 4 6	18,876 4 6
	Lower Class. — From Imperial Revenues, ...	..	..	1,514 12 9	..	4,326 10 3	5,841 7 0
	Lower Class. — „ One per cent. educational cess fund, ...	..	..	..	..	513 2 11	513 2 11
	Lower Class. — „ Municipal funds, ...	..	..	304 12 8	..	..	304 12 8
	Lower Class. — „ Other sources, ...	..	..	4,252 0 0	..	7,098 4 9	11,350 4 9
	Female Schools. — From Imperial Revenues, ...	..	..	..	..	5,307 12 0	5,307 12 0
	Female Schools. — „ One per cent. educational cess fund, ...	..	..	..	..	..	..
	Female Schools. — „ Municipal funds, ...	..	..	..	..	..	..
	Female Schools. — „ Other sources,.. ...	..	..	..	..	12,220 3 11	12,220 3 11
	Indigenous Schools. — From Imperial Revenues, ...	..	..	..	..	..	..
	Indigenous Schools. — „ One per cent. educational cess fund, ...	..	..	..	..	..	..
	Indigenous Schools. — „ Municipal funds, ...	..	..	..	..	..	..
	Indigenous Schools. — „ Other sources, ...	11,433 11 0	..	..	..	..	11,433 11 0
Special	Normal Schools. — From Imperial Revenues, ...	..	..	..	..	..	..
	Normal Schools. — „ One per cent. educational cess fund, ...	..	..	..	..	..	..
	Normal Schools. — „ Municipal funds, ...	..	..	..	..	..	..
	Normal Schools. — „ Other sources,... ...	..	..	..	..	..	..
	Total of Imperial Revenues, ...	1,26,775 12 7	6,605 10 4	2,111 11 0	29,371 11 0	51,069 0 3	2,15,933 13 2
	„ of one per cent. educational cess fund,...	74,999 5 4	5,393 10 3	16,908 12 8	9,359 0 10	633 2 11	1,07,294 0 0
	„ of Municipal funds, ...	1,778 2 9	50 0 0	304 12 8	240 0 0	..	2,372 15 5

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June, 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh during the year 1870-71.

			Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.	Remarks.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Establishment.		From Imperial Revenues,...	45,759 3 11	..	..	21,074 3 7	..	66,833 7 6	
		„ One per cent. educational cess fund, ...	4,292 4 8	..	..	4,927 4 7	..	9,219 9 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	..	..	..	
Government Colleges and Schools.									
General.	Higher Class,	From Imperial Revenues,...	37,259 8 10	3,183 10 4	41 1 0	2,600 5 4	..	43,084 9 6	
		„ One per cent. educational cess fund, ...	716 0 0	..	..	..	..	716 0 0	
		„ Municipal funds, ..	856 0 0	..	..	..	..	856 0 0	
		„ Other sources, ...	6,349 0 3	470 0 0	..	301 4 0	..	7,120 4 3	
	Middle Class,	From Imperial Revenues,...	35,273 13 3	487 0 0	555 13 3	3,958 2 4	..	40,274 12 10	
		„ One per cent. educational cess fund, ...	3,287 11 4	..	..	..	..	3,287 11 4	
		„ Municipal funds, ...	922 2 9	50 0 0	..	240 0 0	..	1,212 2 9	
		„ Other sources, ...	8,967 2 5	358 4 0	..	309 0 11	..	9,634 7 4	
	Lower Class,	From Imperial Revenues, ...	..	..	..	..	..	..	
		„ One per cent. educational cess fund, ...	61,690 8 4	..	16,908 12 8	3,199 4 3	..	81,798 9 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	5,653 5 3	..	5,653 5 3	
	Female Schools,	From Imperial Revenues, ...	4,658 1 7	..	..	260 13 0	..	4,918 14 7	
		„ One per cent. educational cess fund, ...	1,819 5 0	..	..	..	..	1,819 5 0	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	121 0 0	..	..	..	..	121 0 0	
	Jail Schools,	From Imperial Revenues, ...	..	..	..	..	..	..	
		„ One per cent. educational cess fund, ...	..	..	..	..	..	..	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	300 0 0	..	..	83 4 0	..	383 4 0	
Special.	Normal Schools,	From Imperial Revenues, ...	3,825 1 0	696 8 7	..	1,478 2 9	..	5,999 12 4	
		„ One per cent. educational cess fund, ...	3,193 8 0	5,393 10 3	..	1,232 8 0	..	9,819 10 3	
		„ Municipal funds, ...	..	..	..	..	..	..	
		„ Other sources, ...	..	..	..	55 9 9	..	55 9 9	

	Private Colleges and Schools.																
General	Private College.	From Imperial Revenues, ...	..			2,173	7	5	..			..			25,000	0	0	27,173	7	5
		„ One per cent educational cess fund, ...	..			..			..			..			..			..		
		„ Municipal funds, ...	..			..			..			..			..			..		
		„ Other sources, ...	..			..			..			..			35,199	7	4	35,199	7	4
	Private Schools.																			
	Higher Class.	From Imperial Revenues, ...	..			..			..			..			..			..		
		„ One per cent. educational cess fund, ...	..			..			..			..			..			..		
		„ Municipal funds, ...	..			..			..			..			..			..		
		„ Other sources, ...	..			..			..			..			..			..		
	Middle Class.	From Imperial Revenues, ...	..			65	0	0	..			..			16,434	10	0	16,499	10	0
		„ One per cent. educational cess fund, ...	..			..			..			..			120	0	0	120	0	0
		„ Municipal funds, ...	..			..			..			..			..			...		
		„ Other sources,... ...	..			..			..			..			18,876	4	6	18,876	4	6
	Lower Class.	From Imperial Revenues, ...	..			..			1,514	12	9	..			4,326	10	3	5,841	7	0
		„ One per cent. educational cess fund, ...	..			..			..			..			513	2	11	513	2	11
		„ Municipal funds, ...	..			..			304	12	8	..			..			304	12	8
		„ Other sources, ...	..			..			4,252	0	0	..			7,098	4	9	11,350	4	9
	Female Schools.	From Imperial Revenues, ...	..			..			..			..			5,307	12	0	5,307	12	0
		„ One per cent. educational cess fund, ...	..			..			..			..			..			..		
		„ Municipal funds, ...	..			..			..			..			..			..		
		„ Other sources,... ...	..			..			..			..			12,220	3	11	12,220	3	11
	Indigenous Schools.	From Imperial Revenues, ...	..			..			..			..			..			..		
		„ One per cent. educational cess fund, ...	..			..			..			..			..			..		
		„ Municipal funds, ...	..			..			..			..			..			..		
		„ Other sources, ...	11,433	11	0	..			..			..			..			11,433	11	0
Special	Normal Schools.	From Imperial Revenues, ...	..			..			..			..			..			..		
		„ One per cent. educational cess fund, ...	..			..			..			..			..			..		
		„ Municipal funds, ...	..			..			..			..			..			..		
		„ Other sources,... ...	..			..			..			..			..			..		
	Total of Imperial Revenues, ...		1,26,775	12	7	6,605	10	4	2,111	11	0	29,371	11	0	51,069	0	3	2,15,933	13	2
	„ of one per cent. educational cess fund,...		74,999	5	4	5,393	10	3	16,908	12	8	9,359	0	10	633	2	11	1,07,294	0	0
	„ of Municipal funds, ...		1,778	2	9	50	0	0	304	12	8	240	0	0	..			2,372	15	5
	„ of other sources, ...		27,170	13	8	828	4	0	4,252	0	0	6,402	7	11	73,394	4	6	1,12,047	14	1
	Grand Total,...		2,30,724	2	4	12,877	8	7	23,577	4	4	45,373	3	9	1,25,096	7	8	4,37,648	10	8

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX B.

TABLE I.—Results of the Examinations of the University of Calcutta for the year 1870-71.

Name of Examination.	Number of affiliated colleges.	Number of their students.	Number of candidates.	Average age.	Education.		Religion.				Passed.			Net cost to State.	Remarks.
					Government schools.	Private schools.	Christians.	Hindûs.	Mahomedans.	Others.	First Division.	Second Division.	Third Division.		
														Rs. A. P.	
Entrance Examination, ...	...	2916	57	...	31	26	7	42	8	...	13	22	5	*57,272 3 1	*This is the net cost to Government of the 8 Zillah Institutions and of the Canning College (School Department, Oriental Department and preparatory School).
First Examination in Arts,	1	56	10	...	...	10	...	5	5	...	...	4	2	†12,985 13 0	†This is the net cost to Government of the Canning College (College Department).
B. A. Examination, ...			2	...	...	2	1	1	...	...	...	...	1		
M. A. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
B. L. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. L. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S., First Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S., Second Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
B. M. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M. D. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total, ...	1	2972	69	...	31	38	8	48	13	...	13	26	8	70,258 0 11	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 16th June 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX B.

TABLE II.—General Statement of Educational Institutions in the Province of Oudh in the year 1870-71.

	Government Institutions.												Private Institutions, aided and unaided.												Grand total schools.	Grand total average attendance.	Proportion of attendance to population.
	Number.	Number of students on rolls.	Average daily attendance.	Average Age.	Teachers.		Income.			Number of persons instructed in			Class.				Total.	Average daily attendance.	Income.			Number of persons instructed in					
					Christain.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindú.	Mahomedan.	Christian.			From endowment.	From fees.	From Government grants.	English.	Vernac.	General.			
							Rs.	Rs.	Rs.										Rs.	Rs.	Rs.						
Colleges.																											As 1 to 368, the population of Oudh being 11,220,232.
Arts, ...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	..	1	562	37693	4641	27173	575	506	341	1	562	
Professional, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools.																											
Higher, ...	8	1972	1598	..	4	220	46472	5305	51777	1198	2504	897	...	...	...	...	...	...	...	...	...	...	...	...	8	1598	
Middle, ...	54	5577	4280	...	...		49712	4697	54409	1501	6544	1889	22	...	...	...	22	1610	16923	2695	16500	1022	2465	793	76	5890	
Lower, ...	577	23388	16647	...	...	848	65273	5653	70926	...	23144	2259	42	...	...	...	42	1584	6899	690	4327	...	2357	372	619	18231	
Girls' Schools.																											
Higher, ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle, ...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	53	5605	3585	2880	71	..	...	1	53	
Lower, ...	69	1369	1056	..	...	69	6859	...	6859	...	1379	61	15	...	...	...	15	257	4118	...	2428	...	264	...	84	1313	
Normal Schools.																											
For Masters, ...	1	133	117	...	...	8	14657	...	14657	...	266	82	...	...	...	...	...	...	...	...	...	...	...	...	1	117	
For Mistresses, ...	1	8	9	...	...	...	1218	...	1218	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	1	9	
Indigenous schools, ...	...	...	...	...	...	...	...	...	...	...	...	...	507	...	...	...	507	2699	3475	7959	...	23	1351	2997	507	2699	
Total, ...	710	32447	23707	...	4	1145	184191	15655	199846	2699	33845	5188	587	...	...	1	588	6765	74713	19570	53308	1691	6943	4503	1298	30472	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 16th June, 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX C.

From J. Neill, Esq., Assistant Secretary to the Chief Commissioner, Central Provinces, to the Registrar of the Calcutta University, (No. 321-80, *dated* 30*th March* 1870.*)*

I AM directed to acknowledge your letter, No. 1460, dated the 21st ultimo, forwarding copy of a Minute by the Vice-Chancellor, regarding the proposals made by the Lieutenant Governor, North-Western Provinces, for extending the influence of the Calcutta University to the North-Western Provinces.

2. In reply, I am directed to forward a copy of a letter, No. 1216, dated 11th instant, from Mr. Colin Browning, the Inspector General of Education in these Provinces, containing his views on the subject, which appear to the Officiating Chief Commissioner to be sound, and in which Mr. Morris would express his entire concurrence.

Copy of letter No. 1216, *dated* 11*th March* 1870, *from the Inspector General of Education, Central Provinces, to the Secretary to the Chief Commissioner, Central Provinces.*

I have the honour to acknowledge the receipt of your endorsement, No. 563-58, and enclosures in original, which I return.

2. From the papers forwarded, it would appear that the Lieutenant Governor of the North-Western Provinces, with a view to make the influence of the Calcutta University more sensibly felt in the North-Western Provinces, and to create a body of educated Native gentlemen, whose acquaintance with English and the Vernacular should be such as to enable them, by original Vernacular books and by translations, to open to the bulk of the natives of this country the stores of western knowledge and literature, suggests—

1*st.*—That a branch of the Senate should be established in the North-Western Provinces, and that the members of this branch should meet in the North-Western Provinces for the purposes of consultation and of advising the Senate at Calcutta on all matters regarding the North-Western Provinces. It should also be the duty of the "Branch Senate" to conduct the examination of all persons belonging to the North-Western Provinces and adjoining administrations, who may present themselves for examination at Allahabad, and that, upon the report of the local Examiners, the Calcutta Senate would proceed to grant degrees.

2*nd.*—That the degrees so awarded should be conferred at a local convocation.

3*rd.*—That native gentlemen who have passed the First Arts Examination might be allowed to proceed to their degree of honours on exhibiting high proficiency in one or more of the classical oriental laguages.

3. The Vice-Chancellor of the Calcutta University, whilst sharing generally the views of the Lieutenant Governor, would attain the objects desired, *viz.*, the extension of the influence of the Calcutta University and the spread of Oriental as well as English literature and western science, by proposing—

1*st.*—That any subject submitted to any Faculty of the University for discussion should be circulated to all the members of such Faculty, resident or non-resident, and that it should be competent for any member to forward to the Registrar a Minute to be read at the Meeting of the Faculty convened for the discussion of the subject proposed, and to vote by proxy.

2*nd.*—That a branch committee may be assembled at Allahabad to confer degrees.

3*rd.*—That the Entrance Examination should be held optionally in the Vernacular, and, optionally also, the language to be taken should be English, one Vernacular and one Oriental classical language, or the Vernacular and a higher standard of attainments in Arabic or Sanskrit.

4. The constitution of a Branch Syndicate at Allahabad for the purpose specified would, I am afraid, lead to complications, and there would always be a suspicion that the degrees gained on the recommendation of the Branch Syndicate were not quite the same as those gained under the report of the Calcutta Examiners to the Calcutta Syndicate. The suspicion would probaby be unfounded, but it would exist, and, inasmuch as the Calcutta Syndicate must, in order to preserve unity of action, always control the Branch Syndicate, even in local matters, there would be, as mentioned by the Vice-Chancellor, grave risk of dissension. Any independent action on the part of the Branch Syndicate would necessarily injure the University, which, in that case, would become a body divided against itself. I quite think that the various Faculties and the University itself should be strengthened by the addition of non-resident Fellows, and that such Fellows should have a voice in the more important questions coming under the consideration of the University. But the North-Western Provinces and the people of other administrations will, I am humbly of opinion, have sufficient weight in the counsels of the University; provided, at least, a suitable number of persons, resident in such administrations, be created Fellows and appointed to one or other of the Faculties, and that, to these Fellows, as proposed by the Vice-Chancellor, opportunity for the full consideration of any particular scheme be offered, and a vote by proxy granted. The cost of postage, paper and printing, need scarcely be considered, and the delay caused by the circulation of any given proposals and the collection of the opinions of the non-resident members of any Faculty would certainly not be greater than the delay that would be caused by the submission of the views of a local Branch Syndicate and their final rejection or adoption by the Calcutta Senate.

5. There can scarcely be any objection to the bestowal of degrees on gentlemen approved by the Calcutta Senate, by a local body of Fellows presided over by a member of the University, who, *ipso facto*, would be

the representative of the Vice-Chancellor. The advantage of this system would be great. It would save a tedious and expensive journey to Calcutta, and the recipients of the degrees would receive their honours in the presence of their immediate friends and countrymen, who, might, perhaps, be stimulated to attain the same position, and thus the influence of the Calcutta University would be extended.

6. The proposal of the Vice-Chancellor, that the Entrance Examination should be conducted at the option of the examinee in the Vernacular, would scarcely compass all the ends proposed by the Lieutenant Governor of the North-Western Provinces. It might, indeed, improve Vernacular education, but it would scarcely raise up a body of native gentlemen capable of interpreting the Science and Arts of the West to the people of India. Moreover, for lads who had passed in the Vernacular and in one Oriental classical language, there would be no sufficient schools at which they might continue to prosecute their studies, even in the Vernacular or in an Oriental classic. The Vernacular, in the case of these young men, would not have been studied along with English, but would have ousted English altogether. The general knowledge of such passed students would also be very small—so small that they could scarce hope to make any impression on the minds of their countrymen, and their want of acquaintance with English would not, in the absence of any suitable Vernacular literature, enable them to extend their general knowledge, or to undertake either the compilation or translation of suitable books for popular instruction. Such passed men would be mere raw material from whence to form a reading public when anything readable was produced.

No doubt, some good would have been accomplished, but still the most important object of the Lieutenant Governor—the creation of a body of men able to provide a suitable literature—would not have been achieved. Moreover, it is not quite apparent how the admission of youths of 16, for that is the age at which native youths may present themselves for the Entrance Examination conducted in the Vernacular, would win over, to the cause of intellectual advancement, those native gentlemen who have hitherto not accepted the advantages of our educational system. Such school-boy merit might not create any very material impression, but the formation of a body of native gentlemen of mature years, thoroughly versed in that Oriental literature on which those indifferent to English education pride themselves, and capable of explaining attractively the Science and Arts of the West, might, on the other hand, exert a most beneficial influence, and bridge the gulf which now undoubtedly exists between the native Oriental scholar and the scholar instructed after English methods. In truth, the general knowledge required by the Entrance Examination is very small, and, unless the general knowledge required from those who do not take up English be considerably increased, linguistic knowledge may, indeed, be improved, but the bulk of the examinees will be as far as ever removed from an acquaintance with the Science and Arts of the West, though they will have learned something of History and Geography. There is a danger, too, lest some of those who now matriculate in English should rest content with matriculation in the Vernacular;

but on this danger, I lay no stress, as the material advantages of a knowledge of English are great, and are likely to increase.

The dual standard for one examination, known as the Entrance Examination, which, in the case of the English student, leads to other University distinctions, but which, as regards Vernacular students passed indeed, but unacquainted with English, will be an entrance to no further course of instruction and to no further distinction, will be very inconvenient. In the case of Vernacular passed candidates, the name itself will be inappropriate: it will be an Entrance Examination, after which nothing is entered upon. The two objects in view, *viz.*, the improvement of Vernacular schools, and the creation of a body of native gentlemen familiar with Oriental literature and with western science and habits of thought, should be kept distinct. To compass the former object, I would propose local Vernacular middle Class Examinations conducted under the auspices of the Calcutta University by means of printed papers.

To each passed examinee, a certificate under the seal of the University might be given. The subjects under which the different certificates would be granted might be arranged in groups, some of which would be optional, whilst others were compulsory. In this way, the Calcutta University would exercise a powerful influence on all Vernacular schools in the Bengal Presidency. Nor would the conduct of the examinations be difficult. Lads intending to sit for such examinations might send their names and schools beforehand. In every district there might be local Boards to conduct the examinations, and to such local Boards the University might send the printed papers. Examiners would be required to attend at the head quarters of their district during the time of examination. But these are matters of detail.

To accomplish the latter object, *viz.*, the provision of a suitable body of men to act as interpreters of western thought to the majority of the people of this country, the scheme of the Lieutenant Governor seems to me to be in every respect admirable, namely, that gentlemen who have passed the First Examination in Arts should be allowed to proceed to their degree in Oriental literature.

To these gentlemen, however, a different title to that of B. A. might be given; a suitable style will readily suggest itself. If both suggestions be adopted, then, whilst the Vernacular Middle Class Examinations will raise the standard of Vernacular education throughout the country, there will be forming those graduates in Oriental literature who shall provide for the mass of intelligent readers and thinkers, raised up by our schools, a suitable Vernacular literature, and shall interest in our educational schemes those native gentlemen who have preferred the well-beaten, though somewhat barren, track pursued by their forefathers.

From H. B. Harington, Esq., Officiating Secretary to the Chief Commissioner of Oudh, to the Registrar of the Calcutta University.—(No. 2181, *dated 7th May* 1870.*)*

In reply to your letter No. 1459, dated 21st February, forwarding, for opinion, a proposal for extending the influence of the Calcutta Uni-

versity to the Upper Provinces, I am directed to submit the accompanying copy of letter from the Director of Public Instruction in Oudh, No. 1921, dated 22nd March, and to state that the Chief Commissioner concurs generally in the views taken therein.

2. There can, the Chief Commissioner thinks, be no doubt that there is in the native mind an increasing capacity for the assimilation of European ideas, and that this is now cramped by the absence of a literature at once intelligible and satisfying.

3. The growth of such a literature seems to be the preliminary and practical question at issue; and Mr. Davies is disposed to agree with Mr. Handford in thinking that much will be done towards its solution if a constant and sufficient demand for Vernacular adaptations of European works can be created.

4. The modifications in the University Examination tests, proposed by the Vice-Chancellor, appear well calculated to cause such a demand. Into these, it is unnecessary for Mr. Davies to enter into length, but Mr. Handford's suggestion that, without going so far as to do away with the necessity of taking up English as a language at the Entrance Examination, Vernacular tests might be exclusively applied to what he calls "the University Middle Class Schools' Examination." The Chief Commissioner thinks that great encouragement would thus be given to the town schools throughout Upper India, without depreciating the study of English allowed on all hands to be pre-eminently desirable as the condition of the highest University honours.

5. Mr. Handford's remarks also, as to the anomaly of employing English as the medium of examination of the native students, are approved by the Chief Commissioner. The facilities for doing away with it will increase in proportion as European literature and science come to pervade the native mind.

6. Mr. Davies is furthermore of opinion that it would be an economical plan to assign some portion of the Educational Budget to the maintenance of a permanent staff of translators and compilers. He prefers this arrangement to offering rewards, as the choice of both the works to be rendered into the Vernacular and of the men competent to deal with them, would then be subjected to the most intelligent control.

From W. Handford, Esq., Director of Public Instruction, Oudh, to the Secretary to Chief Commissioner, Oudh.—(No. 1921, *dated the* 22nd *March* 1870.*)*

I have the honour to acknowledge receipt of your docket No. 887, dated the 1st instant, requesting my opinion on the measures proposed in a Minute by the Vice-Chancellor of the University of Calcutta for extending the influence of the Calcutta University in the Provinces of Upper India.

2. Before discussing the changes proposed, I would respectfully offer a few remarks on the cause of the scanty results obtained by the University in Upper India as compared with Bengal. I do so, because

I humbly think that, whether changes be or be not desirable, on other grounds, it can scarcely yet be said that the present system has failed, the truth being that it has not yet had a fair trial.

3. When the University was founded, Bengal was in a great degree prepared for it. That province had been long under British rule; there was and had been for many years a large European community in and about Calcutta; numbers of natives had attained a knowledge of English; schools were numerous, and had been a long time in operation. Hence, a very respectable number of students were ready to pass the Matriculation Examination at once. Again, it should be remembered that, before the University commenced operation, a generation of English-speaking fathers had arisen in Bengal, who sent their sons to English schools as a matter of course. Add to this the well-known fact that, in Bengal, the efforts of educationists have been mainly devoted to the promotion of higher education, and that money has been unsparingly expended there on English Schools and Colleges, and it can scracely be a matter of surprise that in a province so well prepared and so liberably dealt with, results should, in the early history of the University, be so much more favourable than elsewhere.

4. On the other hand, what is the history of education in Upper India? When the University was established, a beginning had scarcely been made. In the North-Western Provinces, there were Colleges at Benares, Agra, Bareilly and Delhi, but they stood alone in a general waste of ignorance. The Punjab and Oudh had recently come under English rule, and education of any kind had yet to begin. In fact, whilst, in Bengal, the University found the requisite machinery already at work, in these provinces it had to be created. Then, consider the subsequent history of education in Upper India. In Oudh, the Education Department was formed only six years ago, and in the Central Provinces only a few months earlier; in neither has there been time to do more than lay the foundation for higher education. In the North-Western Provinces, though great efforts have been made during the last fifteen years to promote primary education, little attempt was made to increase the number of superior schools; the colleges remained, but zillah schools, which ought to feed the colleges, were only organized two years ago. In the Punjab, zillah schools were founded soon after the mutiny, but it is impossible to produce University results in a country unprepared for it in the course of a few years.

5. The facts imperfectly sketched above will, I trust, explain the comparative fewness of the candidates for University degrees in these provinces in past years. I would respectfully add that I believe the future to be hopeful. Everywhere throughout Upper India, zillah and other superior schools have now been established, and all are looking to the University Entrance Course as the goal. If a sufficient supply of teachers is allowed, all these schools will, doubtless, in a few years, send up candidates to Entrance Examination, and thenceforth a constant stream of under-graduates will flow to the colleges. The first few years of educational work in any part of India must necessarily be slow.

When a generation that have been even imperfectly taught grow up, the greatest difficulty has been overcome, and progress will then be rapid. Perhaps, the same thing might be said of other countries; it seems to be a general law that up to a certain point in the educational history of a country, schools have to create a demand for learning, not merely to satisfy a demand already felt.

6. From what has been said above, it will appear that I do not think the shortcomings of Upper India can be traced to any defect in the University itself, either as regards the composition of the governing body, or the mode of examination. I also believe that, even if no changes were made in the present arrangements, the number of candidates for University honours would rapidly increase; perhaps, I may further be permitted to express my conviction that the University is now exercising a powerful and very salutary influence on education in these provinces. It has given a direction to the studies of all English schools; it holds up to every teacher and pupil definite standards of attainment, and rewards those who reach them by conferring honours which are regarded with the greatest respect. It will be seen below that I would recommend more liberality in regard to the Vernacular languages, with a view to make the University act more directly on the primary education of the people; but it would be unfair not to acknowledge that, so far as English schools are concerned, the present system is doing great good.

7. The changes proposed in the printed paper enclosed in your docket are threefold, and refer to (1) the governing body of the University, (2) the encouragement of the Oriental classics, and (3) the use of the Vernacular languages. I beg with much deference to submit a few remarks on each.

8. I have already expressed my belief that natives of Upper India value the Calcutta University honours highly. I doubt whether degrees conferred by a University at Allahabad would, at any rate, for some years, be valued so much. It seems, however, to be generally admitted that a new University is not at present required, and, meanwhile, the Vice-Chancellor's proposal for giving to Educationists in the Upper Provinces a voice in the deliberations of the Senate would, I think, completely satisfy all the circumstances of the case.

Sir William Muir's proposal for a Branch Convocation for conferring degrees will no doubt meet with the careful consideration of the Senate. The Lieutenant Governor has doubtless estimated correctly the effect produced on the minds of young men, especially upon young men in India, by the stately ceremony of the University Convocation, and there is no apparent reason why this stimulus should be lost if it can be conveniently afforded.

9. *The Oriental Classics.*—The University requires one classical language in addition to English in both the First Arts and B. A. Examinations. A student, after passing these tests, may then, if he has a taste for language, take honours in either of the Oriental classics,

devoting himself to that subject alone. Complaints have from time to time been made that it is a hardship to refuse to give honours in Arabic or Sanskrit to persons who have not previously studied the English course of the B. A. degree. I must confess that I do not think so. Sir William Muir very truly says that it is not only high scholarship that should be promoted, "rather it is scholarship of a kind that should "benefit the nation by raising its intellectual and moral standard, and "conduce to its material and social development." This, the Lieutenant Governor goes on to show, can at present only be obtained through a knowledge of English; he thinks, however, a sufficient knowledge of English has been attained by a student who passes the First Arts Examination; but here I venture, though with much deference, to differ from His Honour. It would, I think, be a mistake to cut short a student's English studies after advancing so far, or to encourage him to give himself up entirely to the study of Arabic or Sanskrit learning till he had more thoroughly fortified himself with the progressive and liberalizing spirit of western science. I should not write in defence of retaining English in the B. A. Examination as a compulsory study, were there any Vernacular literature at all equivalent to English in its liberalizing tendency, but it must be remembered that, if a student ceases to read English at the First Arts stage, he ceases to have recourse to the only source whence he can draw strength and incentive to progress. However graceful may be Arabic or Sanskrit poetry, and however subtle the Oriental systems of philosophy, experience has, I think, shown that neither is successful in liberalizing and expanding the mind, in opening it to the reception of truth from all sides, and in nerving the student to cast off the yoke of custom and caste.

10. Sir William Muir truly remarks that "the great want of the "people is a Vernacular literature." I venture to submit, however, that it is not to deep Arabic and Sanskrit scholarship that we must look for the growth of a vigorous Vernacular literature, but rather to minds well filled with western ideas, possessing a moderate acquaintance with the parent languages of the country, and a thorough mastery of the vernacular as a medium for conveying instruction. The Vernacular literature of Bengal is, I believe, now much superior to that of any other province in India, and it is, I think, fair to attribute its growth to the rapid spread of English education. Give our students a liberal course of English, and so bring them into direct contact with a never-failing source of new and progressive ideas; at the same time let care be taken that they are trained to write freely the Vernacular of their province; add a grammatical knowledge of the parent language; and then, whenever a sufficient impulse is given, whenever circumstances arise creating a strong desire to influence the masses, those who have the ideas and are masters of the medium by which they can be communicated, will most certainly write.

11. *The use of Vernacular in the University Examinations.* The importance of higher education can scarcely be over-rated, but the primary education of the masses is, if possible, still more essential to the welfare of the country. Now, as the masses can only be reached

through the Vernacular languages, it becomes most important to enquire if the University does all that is practicable to develope a Vernacular literature. I respectfully submit it does not. In other countries, whatever place is assigned to foreign languages, ancient or modern, the Vernacular is the medium of examination in science, philosophy and mathematics; not so in India. The University here altogether ignores the Vernacular in the higher examinations, and only tolerates it as an alternative to a classic in the Entrance. A native of India might, in fact, perfectly well go through the whole University course and take the highest honours without knowing any Vernacular language at all. Now, this is manifestly not a natural arrangement; it was adapted because there were no Vernacular books on the subjects taught by the University; but it is plain that, so long as the University ignores the Vernacular in their examinations, one great stimulus to Vernacular authors is wanting. It seems, therefore, most desirable, in the interest of primary education, that the University authorities should unmistakeably show a readiness to use the Vernacular as the medium for examining so soon as books become available. Now, there are books in Urdú and Hindí sufficient to enable students to pass the examination standard in mathematics at least, and, perhaps, in geography and Indian History. Moreover, it may, I think, be hoped that if the practice of examining in the Vernacular were once commenced, the stimulus given would soon lead to the production of better books. The difficulty is in making the beginning, but it appears to me that the first step is now practicable.

12. The Vice-Chancellor proposes to take this step, if I apprehend his proposal aright: it is to allow candidates at the Entrance Examination the option of either (1) passing the whole examination, as now, in English, taking a vernacular or classic as his second language, or (2) of passing the whole examination in a Vernacular, taking a classic as his second language. The second course excludes English altogether and this is more than I should have ventured to propose at present, because it makes the Entrance Examination cease to be a step to the higher standards. A student who passes the former without any knowledge of English, would find it impossible to go on to the First Arts Examination, which is conducted altogether in English; the University would to him not begin only, but also end at the Entrance. On the other hand, there is no doubt, I think, that the examination proposed would in time be a powerful stimulus to higher class Vernacular schools; it would give them a standard to work up to, and I have no fears, but that the necessary books would soon be forthcoming. If the Senate adopt the proposal, we should at once, in Oudh, set ourselves to adopt our Vernacular course of studies to the requirements of the University, and, in a few years, our town vernacular schools would send up candidates. I consider the gain to primary education would be great, and that this quite out-weighs the objection above referred to; the latter might, indeed, perhaps, be altogether removed if the examination were not at present called the University Entrance Examination, but the University Middle Class Schools' Examination, after the example of similar examinations held by the Oxford and Cambridge Universities.

13. I am not sure whether the Vice-Chancellor's proposal includes provision for a third course in addition to the two noted at the beginning of the last paragraph. I mean that of using the Vernacular as the medium of examination in History, Science, and Mathematics, whilst examining in English as a language. This is the course I have hitherto ventured to advocate, and which, I think might gradually be adopted. No doubt, it would be necessary to proceed very cautiously, beginning with the Entrance Examination, and, perhaps, with only a portion of the subjects, and in only certain provinces. To commence with, candidates for the Entrance Examination, although professing English as a language, might be allowed to pass their examination in Mathematics and Geography in Urdú ; Hindí or Bengalee, if they preferred one of these languages to English. History might be added hereafter, if the scheme works. After a number of years, the First Arts Examination might be similarly dealt with and eventually the B. A., but of course, not till the Vernaculars are enriched by suitable works. To carry out a scheme of this kind, the University must adopt some plan of keeping themselves informed of the progress made in the Vernacular literature of the several provinces, adapting suitable books for text-books as they become available. The University would thus most effectually encourage Vernacular authors, for a book once adopted by the University would find a ready sale, and, unless I am much mistaken, the want of purchasers is just now the great reason why so few good Vernacular books are written.

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* Minutes Vol. XIII. page 66.

From J. Sutcliffe, Esq., Registrar Calcutta University, to Colin Browning Esq., Director of Public Instruction, Oudh, dated Calcutta, the 17th April 1871, *No.* 101.

Sir.—At a meeting of the Syndicate, on the 1st April, the replies of the local Governments to the Vice-Chancellor's *Minutes were taken into final consideration, and the following are the resolutions which were passed:—

(a) That for the better encouragement of Vernacular education and literature, an Examination in Vernaculars be instituted by the University, on the plan of the middle class examinations conducted by British Universities, and that regulations for the conduct of this examination be laid before the Senate for approval and confirmation, after the details have been settled by the Syndicate in consultation with the Faculty of Arts and the Educational Authorities of the several local Governments.

(b) That a convocation for conferring degrees upon graduates of the North-Western Provinces, the Punjab, Oudh, and the Central Provinces, be held annually at Allahabad.

(*c*) That notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any Minutes they may forward to the Registrar may be laid before the meeting of the Faculty.

In forwarding these resolutions for your information, I am directed by the Vice-Chancellor and Syndicate to ask your co-operation and advice in framing regulations for the conduct of the Vernacular examination, which under resolution (a) it is intended to establish.

The Vice-Chancellor and Syndicate desire me to request an expression of opinion specially on the following points in connection with this examination.

(1.) The subjects and standards of examination, and the Vernaculars in which they are to be studied.

(2.) The time and places at which the examinations should be held.

(3.) The provision to be made for superintending the examination.

(4.) The appointment of examiners and their remuneration.

(5.) The fee payable for admission to the examination.

(6.) The age of candidates.

(7.) The classification of candidates who pass.

(8.) The nature of the certificate to be awarded to successful candidates.

(9.) The number of candidates likely to appear at the first examination from Oudh, and the year in which it might be held.

Other points than the above will probably occur to you as worthy of consideration, and the Vice-Chancellor and Syndicate would be greatly obliged by the fullest expression of your opinion on this important subject. It is the intention of the Syndicate to appoint a Sub-Committee to consider the replies of the several Directors to this letter, and afterwards to submit a matured scheme for the approval of the Faculty of Arts.

A copy of the Sub-Committee's report will be forwarded to you before it is submitted to the Faculty.

From Colin Browning, Esq., M. A., Director of Public Instruction, Oudh, to the Registrar, Calcutta University, (*No.* 403, *dated, Lucknow, 2nd May* 1871.)

1. I have the honour to acknowledge the receipt of your letter. No. 101, dated 17th instant, forwarding certain Resolutions passed by the Syndicate of the Calcutta University and requesting my co-operation in framing regulations for the conduct of Vernacular Middle Class Examinations.

2. A series of rules are appended, that in compliance with the wish of the Syndicate I have ventured to frame. It will be seen that it is proposed to make certain subjects compulsory whilst others may be selected at the option of the candidate. Amongst the voluntary subjects are placed Persian, Sanskrit, Arabic and Natural Philosophy. The last mentioned subject should, I think, be compulsory so soon as proper text-books have been provided. I would also add, for the present,

to the optional subjects, an elementary acquaintance with chemistry, but I know no chemical text-book in the Vernacular, and the nomenclature requires to be settled. The University would confer a great boon if they offered a reward for the best Vernacular Natural Philosophy and Chemical text-books, and laid down certain rules regarding the nomenclature to be adopted. In Natural Philosophy, there are already sufficiently familiar terms, but in Chemistry none in the Vernaculars that are sufficiently known or even in use amongst experts. I would introduce English names for all substances with which natives are not familiar, such as Oxygen, Hydrogen, Platinum, Bromine, &c, and would retain the native names for gold, silver, iron, sulphur &c. Whenever an English term is used, the Sanskrit or Arabic name derived, as is often the English name, from the properties of the subject considered, should be given either in the margin or in the appendix. But perhaps I am wandering from the question. I merely mention the matter to show why at this time Chemistry is not introduced even amongst the voluntary subjects of examination.

3. There does not seem much to say regarding the standards of examination beyond what is contained in the draft of the proposed rules. One-third marks in each of the compulsory subjects might be required to pass each candidate. In each Vernacular language there might be two papers. The one paper somewhat general in its nature and containing questions on Grammar, and the second paper designed to test each candidate's power of composition both in prose and poetry, (the latter to be optional). Any mistakes in spelling in the composition paper should be fatal to success.

4. It will be seen that Marathí is omitted from the subjects of examination. But if the suggestion of appointing examiners for each Province be adopted, then that language may also be introduced.

Examinees.

5. It is proposed that examiners be appointed for each Province because it is believed that otherwise the work of each examiner will be very laborious. If the Entrance Examination number its examinees by thousands, we may almost say, what may not be expected from the Middle Class Examinations? It will certainly be the aim of each Middle Class Vernacular School Master to pass as many boys as he can for these Middle Class Examinations, and many pupils studying for matriculation will also desire to pass. Indeed, each Middle Class *passed* student might be exempted from the Vernacular paper, should he proceed to his Entrance Examination. Only in that case for such pupils there would have to be a paper of translation from English into the Vernacular and from Vernacular into English. Indeed, such a paper might now be given, and long passages for translation be excluded from the Vernacular matriculation or Entrance Examination paper. In Oudh, the number of candidates able to pass an examination of the nature proposed would be some 450, but it is not possible to say whether this number would present themselves. The people are poor, and the fee (Rs. 2) small though it be, would be a consideration that would deter many.

6. It is suggested that there should be two examiners for each subject, of whom one may be a graduate of some European University, or an experienced educational officer as the native gentlemen selected as examiners will require guidance.

7. Regarding the remuneration to examiners, I can hardly offer any opinion. This might for the first examination be left an open question. That is, for the first examination, each Province might recommend its own examiners and such examiners might be informed that the fees received from the examinees, after setting aside one-fifth (20 per cent.) for the University chest, would be divided as the Director of Public Instruction thought fit. Thus, in Oudh, supposing there were 350 candidates and say twelve examiners, each examiner would receive, for looking over 350 papers, about Rs. 50. This would be sufficient for the first Examination at least. After the first Examination, the University would be in a position to say what fees would in future be derived from such examinations and might fix the remuneration accordingly. Already, in Oudh, written school examinations are held yearly and no examiner received last year more than Rs. 80 or less than Rs. 25. In suggesting this arrangement, I must confess I have been guided rather by the desire to make these Middle Class Examinations self-supporting, than by the consideration of the practicability of obtaining good men on such small remuneration, perhaps in the first examination the post of examiner might be honorary.

8. It is suggested that each centre of examination be any town where there is a High School. In Oudh we have School Committees. The Head Master of each High School is *ex-officio* Secretary to each Committee, and perfectly suitable arrangements could be made for the examination of the candidates. Masters would not usually examine their own pupils, so the fear of help being given would be lessened.

9. The time proposed for the examination is the first Monday in October. But if examiners are appointed for each Province, the time for the examination might be fixed by such examiners in consultation with the Director of Public Instruction, and the dates and places of examination duly published in the local Gazette.

10. The candidates might be of any age. An adult would not usually care to pass such an examination, and, if he did present himself, there could be no harm. Boys of tender years would be precluded by the severity of the test. In fact, by increasing the severity of the test, the age of the candidates might be extended to the extreme limit of intellectual and manly vigour. Of course no such course would ever be adopted. But nevertheless, the test proposed would be sufficiently severe to exclude very young boys, and therefore I do not propose any rule regarding age. Such rules are, in this country easily evaded and are of no practical benefit either to the University or to the candidate.

11. The passed candidates, might be divided into two classes and both classes might be arranged alphabetically. For the first class anything over two-thirds of the total number of marks might qualify. And as is suggested in para 3, all obtaining less than one-third marks in *each* compulsory subject might be rejected.

12. The nature of the certificate to be awarded is attached to this note.

13. In Oudh, there are at least, as I before mentioned, 450 students who might appear. I hesitate to say how many would appear, but if every High school were made a centre of examination, if the fee did not exceed Rs. 2, probably 350 candidates would present themselves for examination. The first examination might be held next October twelve months.

UNIVERSITY MIDDLE CLASS EXAMINATIONS, INDIA.

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1. These examinations shall take place every year on the first Monday of October.

2. Examiners for each province will, in consultation with the Director of Public Instruction, be selected by the Senate of the Calcutta University. There will be two examiners for each subject, one of whom shall, when practicable, be a graduate of some European University or engaged in tuition, and the second shall be a native gentleman of learning. The joint examiners must always be residents of the same place as it will be necessary for them to confer regarding the questions to be given, the marks to be awarded for each question and the valuation of the papers submitted.

3. All towns in which there may be either a College or High School will be centres of examination.

4. Each candidate for admission to the Middle Class Examination shall send his application and a fee of Rs. 2, in the Form A, given below. The application must be sent through the Head Master of the High School where the candidate proposes to present himself for examination. The application must be sent at least thirty days before the date fixed for the commencement of the examination.

5. If any candidate withdraw from the examination or fail to pass, the fee will not be returned.

6. The examination shall be conducted by means of printed (Lithographed) questions.

7. During the examination at least two members of the local committee of education shall visit the High School where the examination is held, and shall see that the arrangements are fitting and that the examinees are unable to communicate with each other. A statement to this effect shall be signed by the two members of the local committee as well as by the Head Master of the High School in which the examination is held.

8. Candidates shall be examined in the following subjects :—

A. *Language.*

(1). The Bengalí language and Grammar.

(2). The Hindì language and Grammar.

(3). The Oryah language and Grammar.

(4). The Urdu language and Grammar.

(5). The Persian language and Grammar.

(6). Arabic. The text book and Grammar prescribed for the Entrance Examination.

(7). Sanscrit. Ditto,

Nos. 5, 6, 7 are optional, but each candidate must select one or other of the first 4 named Vernaculars.

B. *Mathematics (Pure).*

(1). Arithmetic. The ordinary rules, Vulgar and Decimal Fractions, extraction of square and cube root.

(2). *Algebra,* Addition, Subtraction, Multiplication, and Division, *Arithmetic and Geometrical* Progression, *simple equations.*

(3). *Geometry.* The first two books of Euclid.

C. Natural Philosophy.

Mechanics (I.) Composition and Resolution of Forces.

(II.) Simple Machines, Nature of the power and weight.

(III.) Centre of Gravity.

(IV.) General Laws of Motion.

(V.) Law of the Motion of Falling Bodies.

(VI.) Description of the High and *low pressure* Steam Engines.

Hydrostatics, Hydraulics and Pneumatics.

(I.) Pressure of Liquids and Gases.

(II.) Specific Gravity.

(III.) The Barometer, Siphon, Common Pump, Forcing Pump and the Air Pump.

Acoustics. (I.) Nature of Sound.

(II.) Mode and Rate of Propagation of Sound.

(III.) Musical Tones.

Optics. (1.) Laws of Reflexion and Refraction.

(2.) Formation of Images by Lenses

(3.) Telescopes, Microscopes, and the Rainbow.

D. General knowledge.

(I.) History of India.

(II.) Geography. A general knowledge of the Geography of the world and a more particular acquaintance with the Geography of India.

9. Candidates will not be approved by the examiners unless they show a competent knowledge in *each* of the following subjects :—

(1). The Hindí, Bengali, Uryah or Urdú languages and Grammars. Only one language need be taken up by each candidate.

(2). Mathematics.

(3). History and Geography.

The subjects that are at present optional are :—

(1). Natural Philosophy.

(2). The Persian language and Grammar.

(3). Arabic as in the Entrance Course.

(4). Sanscrit as in the Entrance Course,

FORM A.

The Registrar of the Calcutta University.

Dated 18

Sir,—I request permission to present myself at the ensuing Middle Class Examination of the Calcutta University.

The entrance fees of Rs. 2 and the particulars regarding which information is necessary are sent through the Head Master of the_____ High school where I propose to present myself for examination.

I am &c.

Forwarded through the Head Master High School

Particulars to be stated by the candidate.

Name.

Age.

Caste.

Where educated.

Present position (at school) or occupation.

Town or village where resident.

Pergana Tehsil Zillah.

Name of Father or guardian.

Where to be examined.

Languages selected.

Bengali.

Uryah.

Urdu.

Hindí.

Marathí.

Sanscrit, optional.

Arabic, optional.
Persian, *optional subject selected or no.*
Natural Philosophy.

N. B. When more than two languages are selected, the candidate must state, which is his mother tongue, as the other papers will be answered in *that* language.

PROPOSED FORM OF CERTIFICATE.

MIDDLE CLASS EXAMINATION CERTIFICATE, CALCUTTA UNIVERSITY.

This is to certify that _____

Name _____

Age _____

Race _____

Residence _____

was examined at _____

on the _____

in the subjects below noted and that he was placed in the divi-sion and that his proficiency was as follows :—

Language A.

	Maximum marks.	Marks obtained.
(1.) Bengalí language and grammar		
(2.) Uryah.		
(3.) Hindí.		
(4.) Urdu.		
(5.) Persian.		
(6.) Elementary Arabic		
(7.) Elementary Sanscrit.		
Mathematics (Pure) B.		
(1.) Arithmetic.		
(2.) Algebra to simple equations including progression.		
(3.) Euclid, Books I. and II.		
Mathematics mixed.		
Natural Philosophy, C.		
General Knowledge, D.		
(1.) History of India.		
(2.) Geography of the world.		
Total, ...		

Signed.

Dated.

APPENDIX D.

From the Commissioner, Lucknow Division, and President, Canning College Committee, to the Director of Public Instruction, Oudh, (No. 113, *dated, Lucknow, the 5th September* 1870.*)*

I have the honour to enclose a copy of the Secretary in the Home Department's No. 468, dated 24th August 1870, received under the docket of the Secretary to the Chief Commissioner's No. 4330, dated 31st August 1870, and with reference to para. 4 of the Government letter, to request that you will state what, in your opinion, is requisite to be done to bring the College within the scope of the Financial Resolution No. 2197, dated the 4th April 1868.

From E. C. Bayley, Esq., C. S. I., Secretary to the Government of India, Home Department, Education, to the Chief Commissioner, Oudh, (No. 468, *dated Simla, the 24th August* 1870.*)*

I am now directed to reply to your letter No. 2027, dated 29th April last, with enclosures, on the question of the eligibility of the professors and masters in the Canning College to pensions from Government.

2. The subject has been fully considered by the Government of India; but, while admitting the peculiar circumstances of the College, as described by you and by the late Director of Public Instruction, the Governor General in Council apprehends that very grave financial obligations are likely to be incurred by acceding to your recommendation. On such a precedent a claim might be urged for the grant of pensions to all Aided Schools in the proportion of the Imperial Grant, and this, on financial and other grounds, is quite out of the question.

3. His Excellency in Council is ready to admit the principle that, when Local Funds support an Educational Institution which is under Government control, when in effect the local contributions are merely a substitute for Imperial Funds, it is incumbent on Government to allow all pension privileges that could be conceded to Officers paid exclusively from Imperial Funds. But a line must be drawn where the Institution is not managed by Government. And, although the income of the Canning College is permanent, its Local Funds are not under the control of Government, but of a Committee of its own. Looking, therefore, to the present constitution of the College, and to the circumstances mentioned above, His Excellency in Council regrets his inability to accede to the recommendation made by you on behalf of its professors and teachers.

4. But, as the Canning College is, in reality, though not nominally, a Government Institution, His Excellency in Council suggests for your consideration whether, without in any way impairing its usefulness or depriving it of its distinctive character, arrangements might not be made for revising the management so as to bring it within the scope of the Financial Resolution No. 2197 of the 4th April 1868.

No. 4330.

Copy of the above forwarded to the Commissioner, Lucknow Division, for information with reference to his No. 42, dated 8th March last. Commissioner's attention is invited to the last para. of Government letter.

H. B. HARINGTON,
Offg. Secy. to Chief Commissioner, Oudh.

From Colin Browning, Esq., M. A., Director of Public Instruction, Oudh, to the Commissioner, Lucknow Division, and President of the Canning College Committee, (No. 947, *dated, Lucknow, the 9th September* 1870.

I have the honour to acknowledge the receipt of your letter, No. 113, dated 5th instant, and its accompaniments, in which you ask for my opinion as to what should be done to bring the College within the scope of the Financial Resolution No. 2197, dated the 4th April 1868.

2. The Government of India, in Resolution No. 736, dated 31st December 1868, approved of the following rules :

I. All Government schools, except cess schools, shall be divided into classes and grades, and the portion of the charge for establishment payable by Government for each grade of schools in a class shall be fixed.

II. The scale of charge thus ascertained will hold good for three years, and all other expenditure will be met by schooling fees and other contributions. The Government contribution will be made in the form of charge for fixed establishment,—the residual charge for such establishments and all varying and contingent charges being made good from local funds to the general revenues.

III. The whole expenditure of the school will be provided for in the Budget from the Imperial Grant, and the difference between the actual expenditure of the year and the Government allowance will be made good to the general revenues from fees or other contributions.

IV. All fees or other contributions will be paid into Government Treasuries and credited to a Local Fund of the particular school, with a charge, per contra, of the amount which has to be credited to general revenue from this fund under clause 3rd. The entire control of these Local Funds will be in the hands of Local Governments. All that the Government of India will see is that the local receipts of each school are such as to justify that proportion of Imperial Grant which may be decided upon, and that the general rates of pay arranged under Rule I. are not disturbed.

The Resolution further went on to say that the proportions of Government grants will of course vary in different provinces according to the state of education, but the ultimate proportion to be aimed at is the same grant to a Government school as would be allowed to a grant-in-aid school of similar standing. Canning College is already in that position which the Government of India, in 1868, only proposed as a standard "to be aimed at." I would therefore suggest, that all contributions for the support of the College be paid into the Government Treasury; that,

of these contributions, a sum equal to the grant-in-aid of Rs. 25,000 be actually credited to the general revenues, and that the balance form a fund to the credit of the school to be spent entirely at the discretion of the Committee of management. All the masters borne on the sanctioned establishment whose aggregate pay now amounts, I believe, to Rs. 4,130 per mensem, would thus be paid on bills presented at the general treasury, and their cost would be debited to the Educational grant, which would be increased by an annual sum equal to the amount recovered from the T'alukdárs. The present grant to the Canning College being Rs. 25,000 annually, my budget would have to be increased by an equal amount, which, however, would be recoverable. The Government of India, in the Financial Resolution already quoted, ruled that where the strength and pay of an establishment are fixed, with the sanction of the Government of India, pension for service in such establishment shall be charged to the general revenues, although a portion of the cost be defrayed by a contribution from a local fund. I would therefore suggest, that the Committee have prepared a list of the present establishment and contingencies aggregating Rs. 4,166 monthly, and that the Government of India be asked to approve of such establishment. If these proposals,—

1st. That all funds be paid into the general treasury.—

2nd. That a sum equal to the amount of the grant-in-aid be re-credited to the Educational Department.—

3rd. That the sanctioned establishment draw their pay in the usual manner from the general treasury.—

4th. That all sums in excess of the grant-in-aid form a fund to the credit of the school and be at the entire disposal of the Committee of management.—

5th. That a list of the establishment as it now stands be drawn up, and after being duly considered by the Committee and finally approved, be submitted to the Government of India for sanction,—be approved by the Committee, the College will be brought within the scope of the Resolution in question, will be, *ipso facto*, a Government Institution, and will yet be under the entire control of the Committee of management. Moreover, it will be the only College in India which will already have arrived at that stage, which was only contemplated in the Government Resolution No. 736 of December 1868.

From the Commissioner, Lucknow Division, to the Director, Public Instruction, Oudh, (No. 123, *dated* 28*th September* 1870.*)*

EDUCATION.

Subject—

Financial arrangements of Elphinstone College, Bombay. Proposal to make similar arrangement in regard to Canning College.

Forwards in original correspondence on the above subject, and requests to be informed if he sees any occasion to alter the proposals in his No. 947 of 9th instant.

Return of enclosures is solicited when done with.

From Colin Browning, Esq., M. A., Director of Public Instruction, Oudh, to the Commissioner, Lucknow Division, (No. 1163, *dated, Lucknow, the* 1st *October* 1870.*)*

I have the honour to acknowledge the receipt of your docket No. 123, dated 28th ultimo, forwarding in original certain correspondence regarding the re-constitution of the trusts of the Elphinstone Funds, and asking whether their perusal would lead me to alter the proposals of my letter No. 947, dated 9th ultimo.

2. The Elphinstone Institutions, which now include both a College and High School, originated in August 1827, when the inhabitants of Bombay met to consider the most appropriate method of testifying their affectionate and respectful sentiments to the Honorable Mountstuart Elphinstone. Rs. 2,29,656 were collected by public subscriptions towards the endowment of Professorships for teaching Western Science and Literature. This sum was afterwards increased to Rs. 4,43,901. This money, with other endowments, was under the guardianship of the trustees of the Elphinstone Funds, but the gentlemen who administered these funds took no part whatever in the management of the Institutions, which were always entirely managed by the Department of Public Instruction, which was then controlled by an Educational Board. Thus, the popular element was from the very first eliminated, perhaps necessarily so, as manifestly a Committee of management, composed of the heterogeneous subscribers to a memorial fund would be very unwieldy and unable to exercise any supervision. The trustees then limited their duties simply to the care of the funds collected, and their labours appear to have resulted in a deficit of Rs. 37,292. This deficit is supposed to have occurred "by prolonged neglect to check the expenditure every year." In fact, the trustees, so far as I can understand the papers before me, having nothing to do with the management of the College and High School, simply allowed the bills presented by the Educational Department to be honoured, and did not see that such bills were equal to or less in amount than the year's receipts.

3. At present, the yearly interest on the several funds connected with the Elphinstone Institutions aggregates Rs. 26,950 per annum. The fees amount to about Rs. 32,000 annually, or the total income from private sources is Rs. 58,950 per annum. But the total expenditure is Rs. 1,05,444 per annum, and it is proposed to raise this expenditure to at least Rs. 1,21,857. It will be thus seen that if the increased expenditure be sanctioned, the income from private sources will about equal that from the Government, the proportion being 58,950 and 62,907; thus, the Government grant will be slightly in excess of the private receipts.

4. Canning College arose from a desire on the part of the T'alukdárs of Oudh to perpetuate the memory of Lord Canning, and for this purpose they set aside ½ per cent. of their respective jummas to form a fund for the support of the College. From the very first it was arranged that the manager of this fund should disburse the fund according to the wishes of the Committee of management of Canning College. This Committee of management now consists of the principal officers of

the Oudh Commission, the Director of Public Instruction, and the T'alukdár Proprietors of the College. It is proposed, according to the papers before me, that the Committee should place the entire funds of the institution at the disposal of the Government, that is, *ipso facto*, that the T'alukdárs should cease to have any voice in the expenditure. But, as the income of the Canning College from private sources is in excess of the Government grant, this excess might be conveniently at the disposal of the Committee. The question, however, is one entirely for the consideration of the T'alukdárs and other members of the Committee. Would they prefer to place the whole funds of the College to the credit of the Government, or would they prefer only to place a portion of those funds, equal in amount to the Government grant, at the disposal of the Educational Department, and to retain a voice in the expenditure of the remainder?

5th. The circumstances of the Canning College and Elphinstone Institutions are not precisely similar. The first is supported by an allotment from the estates of T'alukdárs, an ever existing body who naturally enough wish to be informed regarding, and in some sort to manage an institution they support. The Canning College private funds also exceed considerably the Government grant. The Elphinstone College and High School, on the other hand, are supported from the interest of sums contributed by persons long since dispersed, and who never had any voice in the management of the institutions. Moreover, the Government grant exceeds the private income of the institutions. Whereas, therefore, all the funds of the Elphinstone College and High School are very properly placed in the Government Treasury, and disbursed solely at the direction of the Government, yet such a procedure would not, in my humble opinion, be entirely suitable to the present position of the Canning College. The popular element would, indeed, be thrust out, and further subscriptions in addition to the self-imposed rate from T'alukdárs could not be anticipated. The management of the institution would, perhaps, be simplified. But, as at present constituted, the Committee may be made to form a valuable instrument of education for the T'alukdárs themselves. I would, therefore, deprecate its having no control over expenditure unrepresented by any Government grant.

The enclosures of your docket under reply are herewith returned as requested.

From the Secretary, British Indian Association, Oudh, to the President, Canning College Committee, dated, Lucknow, the 31*st October* 1870, *No.* 120.

In reply to your letter dated 13th September and your docket No. 124 dated, 7th October, 1870. I have the honour to inform you that the Association, consider that the remarks in para. 5 of Mr. Browning's letter, No. 1163, apply fully to the whole of the T'alukdars' subscription as well as to the excess subscription to which he limits his views. He desires to place such subscriptions as are covered by a Government *grant-in-aid* entirely under the Government control, the T'alukdárs think much injury will accrue to the College by divesting it of the distinctive character it now bears.

As it now stands, the T'alukdárs look on themselves as personally responsible for the prosperity of the institution; they take a pride in it. They support it with the feeling that they are both benefiting the cause of education and are keeping up, as a permanent work of their gratitude to a Governor General to whom they owe much, an institution which bears his name; but, if this becomes a Government College, this feeling will gradually die out, they therefore strongly, but respectfully, object to give up their present control over its management either in part or in full.

They call to the experience of the last seven years, and request each succeeding Commissioner may be asked if this management has ever been obstructive. If the T'alukdárs' aid has not always been willingly and cheerfully given to all that concerns the institution. They challenge enquiry whether any similar institution has accomplished more or even so much as this College has done in the same limited period. The T'alukdárs are proud to think of the great success that has been attained under their able Principals and the Director of Public Instruction, and they trust Government will not desire to change the character of the institution and disturb its standing arrangements in any way.

The T'alukdárs beg to call attention to the remark of Mr. Browning in regard to the Government grant-in-aid not being equivalent to the T'alukdárs' subscription. This arises from the increased revenue demands by Government on the T'alukdárs, who subscribed according to their "Jamá," and the Government, they would respectfully observe, is virtually bound to cover this increase; especially as they (the T'alukdárs) find that in another somewhat similar institution (the Elphinstone College) Government grant-in-aid is far in excess of the private subscription.

In conclusion, the Association would observe that there is no real difficulty arising out of the Government Resolution, it is more imaginary than real, for, as a fact, the institution is now governed by a mixed Committee of Government Officials and T'alukdárs. The subscriptions are collected by the Government and paid into the Government Treasury—the money is only drawn out under the signature of the President (the Commissioner of Lucknow). Under these circumstances, the T'alukdárs fail to see why a few of their body being on the Committee debars them from the benefits enjoyed by other similar institutions. If, however, this cannot be allowed, and Government covers the increased subscription of the T'alukdárs (which they hope may be granted if properly applied) the Canning College Committee might save enough to pension its masters; otherwise the Association begs to suggest that some other arrangements should be made by economizing the expenses to remove the difficulty of pensioning its servants without changing the character it now bears.

No. 129.

Dated, Lucknow, the 4th November 1870.

Copy of the above forwarded to Director, Public Instruction, Oudh, with a request that he will favour undersigned with his view of how this letter will be regarded by Government, in the Educational Department.

(Sd.) JOHN H. GORDON,

Supdt., for Commissioner, Lucknow, and President, Canning College Committee.

From Colin Browning, Esq., M. A., Director of Public Instruction, Oudh, to the Commissioner, Lucknow Division, and President, Canning College Committee, (No. 1496, *dated, Lucknow, the 9th November* 1870.

I have the honour to acknowledge the receipt of your endorsement No. 129, dated 4th instant, forwarding a copy of a letter from the Secretary, British Indian Association, regarding the proposals contained in my No. 947, dated 9th September, which if adopted would bring Canning College within the scope of the Financial Resolution of the 24th of April 1868.

2. The object of the propositions contained in my letter above quoted, was not to "divest the College of the distinctive character it bears," but simply so to control the establishment that the Government of India, in undertaking to find pensions for the school masters, might know exactly their prospective liabilities. Indeed, my proposals were so liberal that I am not sure the Government would assent to them without insisting upon the formation of a sinking fund for pensions. The Government grant-in-aid already gives the Educational Department the fullest control over the institution, as manifestly, should the grant sanctioned or its equivalent, given by the T'alukdárs, be spent in a manner not calculated to forward the best interests of education, the grant or a portion of it could always be withdrawn, and the entire maintenance of the College would then be thrown upon the T'alukdárs. I think that the T'alukdárs should be again informed that, if the propositions of this department receive their assent, the Committee will still retain the fullest control over the institution; in fact, there will be no difference whatever in the management, and yet the masters will receive the very great boon of a provision for their old age without the T'alukdárs being put to the slightest expense, or the usefulness of the College crippled by injudicious reductions

3. The proposals then being of so simple and beneficial a character, the appeal of the Secretary to the British Indian Association as to whether the management of the T'alukdárs has ever been obstructive, is out of place. For the T'alukdárs will still, through the Committee, manage the institution, all that they will be now required to do, is to prepare a scheme showing how they propose to spend the sum of Rs. 50,000 annually, to pay half this amount into the Government Treasury, and to allow this department to disburse the pay of the establishment of the College within the budget limits which the T'alukdárs will have fixed, and which they can alter from time to time with the sanction of Government. When this is done, the Government of India will be able to ascertain exactly what would be their liabilities if they undertook to grant retiring pensions to the masters. I am sorry that the matter does not seem to have been apprehended in its true light by the T'alukdárs, and it would be advisable, that they should be disabused of the idea that under the proposed arrangement any of their legitimate influence will be curtailed.

From Major I. F. MacAndrew, Officiating Commissioner of Lucknow Division, to the Officiating Secretary to the Chief Commissioner of Oudh, (No. 144, *dated, Lucknow, the———December* 1870.

As I am about to be relieved of the duties of the Commissionership of Lucknow, in forwarding for the perusal of the Chief Commissioner the enclosed file of papers, relative to the question of pensions to the masters of the Canning College, I have the honour to make the following remarks for his consideration :—

2. It will be seen that the question was started by the late Mr. Handford in his letter, No. 938, dated 7th September 1869, and was disposed of in the Home Department letter, No. 468, dated 24th August 1870, received with your docket No. 4330, dated 31st idem, as far as the Government of India was concerned.

3. It then remained with the College Committee to accept the terms on which alone the Government could consent to recognize that the masters of the College were eligible for pension. I therefore addressed the Director, Public Instruction, on the subject, and his recommendations will be found in his No. 947, dated 9th September. There was a further correspondence relative to the scheme which had been forwarded by the Government of India for the management of the Elphinstone College, Bombay, but the Director, Public Instruction, did not see fit to alter the recommendations in his No. 947, dated 9th September, as the circumstances of the two institutions are quite different. The Secretary of the T'alukdárs' Association has, however, in his No. 120, dated 31st October, taken the strongest objections to the proposals of the Government and the Director of Public Instruction.

4. It appears to me that there is great misapprehension on the part of the T'alukdárs' Association as to the meaning of Mr. Browning's letter. The bulk of the College expenditure is, in any case, beyond the reach of interference, as the masters having been engaged, and the scheme of studies fixed with the approbation of the Director, they could not be lightly changed. The minor matters, in which the Committee alone now has any real control, would still be left to its management. I think they are throwing away a great boon to the College on a *punctilio.* In this view, I sent them a copy of the Director's last letter with my No. 134, dated 15th November, to which I have received no reply, and this is the state of the pension question at the present moment.

5. In the meantime, the question of providing a suitable building for the College, on the site where Lord Lawrence had laid the foundation stone, came up, and, having been referred to the consideration of a Sub-Committee, that Committee came to the resolution that it was necessary to raise a lac of rupees among the T'alukdárs before the building could be commenced. This report was accepted by the General Committee, and a copy of their proceedings, with the answer of the T'alukdárs' Association, was submitted in the Public Works Department, with my

No. 101, dated 20th July 1870, accompanied by a proposal to shelve the matter. This was, however, overruled by General Barrow, in the Public Works Department, No. 1275, dated 29th August, in which he accepts certain assurances of the T'alukdárs that they will supply such money as may be found necessary, hereafter, and directs that operations be commenced with the lac of savings now in hand.

6. I have mentioned this about the building, because I believe that the determination on the part of the T'alukdárs not to subscribe any more money is at the bottom of the proposals which I have yet to submit for the consideration of the Chief Commissioner, as they have taken up the idea that, by curtailing the school a smaller building will suffice for the College wants. This desire to have a building which can be built from the lac of rupees in hand, and the distaste the T'alukdárs apparently have to the proposals of the Director, Public Instruction, in his No. 947, dated 9th September 1870, have induced Bábú Dukhinarunjun Mookerjea to submit the following proposals.

7. He suggests that the salaries of the Principal and Professors should be raised by a sum aggregating Rs. 1,000 a month, or Rs. 12,000 a year, and that in lieu of pensions a sum of one month's pay for each year's service should be given to each master who leaves the College after having served it for ten years. In order to meet this charge, and the object mentioned in the last para., a College scheme is submitted by the Bábú, which has been drawn up by Mr. Boycott, the Principal. This scheme, in brief, is, that Canning College shall consist only of the College, and the two highest classes of the school, and that the zillah schools of the province shall send the pupils of their two higher classes to the Canning College as soon as they pass out of the present third classes of the zillah schools. Mr. Boycott proposes simply that the Government shall undertake the six classes which under this scheme will be dropped by the Canning College. He estimates the saving to the College at Rs. 900 a month.

8. This scheme presents three matters for consideration. First, the increase to the salaries of the masters, and the change of pensions into the proposed gratuities. Secondly, the decapitation of the zillah schools to the extent of their two first classes. Thirdly, the establishment of Government preparatory schools in the city of Lucknow.

9. With regard to the first point, the increase to the salaries of the masters and the substitution of gratuities for pensions, I am of opinion there are grave objections to the proposal. The recent appointment of a Professor of Law has taken up the major part of the annual savings or excess of income above expenditure, and there is no more than a safe margin to meet unforeseen expenditure, even, therefore, if Mr. Boycott's idea was realized, and the College funds were relieved to the full extent that he anticipates, *viz.* Rs. 900 a month, the saving would only be Rs. 10,800 a year, while the increased cost would be Rupees 15,000, *viz.* Rs. 1,000 a month increased salaries and Rs. 3,000, a year, being one month's salary of each of the masters less Rs. 200, deducted for casualties, which would have to be laid by to provide the gratuities. The Financial aspect of the proposal is therefore bad.

10. I think, moreover, that, as trustees and guardians of the funds available for the higher education of the province, we are not justified in raising the salaries above the Government standard merely to gratify the groundless fears of the T'alukdárs that the management of the College is taken out of their hands. In truth, they take very little practical concern in it, for they are usually represented at the Committee only by the Secretary and Darogah Wájid Alí. They may say they are not at Lucknow, but if so they will the less feel the arrangements proposed by the Director, Public Instruction, and the Secretary in the last para: of his letter confesses that "the difficulty arising out of the Government Resolution is more imaginary than real." If so, why should they object to the College availing itself of the immense help thus offered? When we can supply ourselves with the best men and give them pensions by adopting Mr. Browning's suggestion, I think we are bound to do so, and apply all the funds at our disposal to further the cause of education in the Province. I am sure the want is crying enough.

11. I also am of opinion that the Bábú's proposal of increased salaries and gratuities would after all be inadequate to the occasion and would neither ensure us the best men nor content among those we had. I believe that hope and prospects are necessary to that end. No doubt, the measure would be immensely popular among the present masters, and those of them who had served some years in the country and were not very young men would probably prefer the gratuity to the pension. But I think that, on the whole, the programme of the Educational Department would prove the more attractive in the end, and that ours would become gradually an inferior institution.

12. With regard to the second point, alluded to in para. 8 the Director of Public Instruction has the most decided objection to give up the two senior classes of the zillah schools. His objections will be found in his letter, No. 1710, dated 2nd December 1870. They appear to me to be conclusive, and I can safely add, from my own experience, that there are many natives who will send their children to the higher classes of the zillah school who would not send them to Lucknow. I believe that striking these classes off the zillah schools would be a most unpopular measure.

13. With reference to the third point, making over the six lower classes of the Canning College to Government, Mr. Browning says truly, that, constituted as the College is at present, the half of any additional expense must be contributed locally. I am fully aware of this fact, and also that it is desirable to relieve Canning College of its lower classes, which has been more than once proposed; and I do not believe that the T'alukdárs will give any more money for the building, and erect one able to contain the whole school. The proposal of the Director, that the Government should contribute grants, in-aid to schools, supported from municipal taxation, has not yet, so far as I am aware, received Government sanction, but, supposing that it should do so, I would submit the following proposal for the consideration of the Chief Commissioner, and I think that, fortified with his opinion if favourable, it might be pressed on the Committee.

14. I would suggest first that the proposals in the Director's letter, No. 947, dated 9th September 1870, be accepted by the Committee, and the salaries fixed at the Government rates. Secondly, that the College be relieved of the six lower classes and that it be done in this way,—Rs. 1,000 per month from the College funds be appropriated to the establishment of schools in the city, teaching up to the third class examination of the zillah schools. This sum should receive an addition of another Rs. 1,000 a month from the municipality (a sum it will be able to afford if Government agrees to the proposals now before it respecting the municipal income). There should be a Government grant-in-aid doubling this. With that sum at his disposal, I think, the Director would be able to provide comparatively adequately for the education of the city of Lucknow, while the Canning College would teach in its school the two higher classes for the city, and such students from the districts as voluntarily chose it on account of the advantages as regards the classical languages pointed out by Mr. Boycott.

No. 144 A. of 1870.

Dated, Lucknow, the $\frac{27th}{31st}$ *December* 1870.

Copy of the foregoing forwarded to the Director of Public Instruction, for information.

(Sd.) I. F. MACANDREW,
Officiating Commissioner.

From the Officiating Junior Secretary to Chief Commissioner of Oudh, to the Commissioner, Lucknow Division, dated, Lucknow, the 26th January 1871, No. 450.

Pensions to Professors and Teachers of Canning College.

With reference to his office letters, noted in the margin, is directed to intimate that the Chief Commissioner will be prepared to discuss the subject personally with Commissioner, Director, Public Instruction, and Secretary, about the 20th February next.

No. 144, dated 27th December 1870.
" 145, dated 4th January 1871.

Dated the 2nd February 1871, *No.* 151.

Copy of the above forwarded to Director, Public Instruction, Oudh, for information.

(Sd.) GORE OUSELY,
Commissioner, and President, Canning College Committee.

APPENDIX E.

From the Principal, Canning College, to the President, Canning College Committee, dated, Lucknow, 15th March 1871.

I beg to present a report on the present condition of Canning College and its working, during the year ending February 28th 1871.

The institution retains its five divisions as described in my last report, and its organization remains the same.

Law Department.

In this department there are now 32 students, against 18 last year. *Five* only of these pay fees, the others being undergraduates in the College Department. The average attendance in the Law class during the year has been 15. A course of 70 Lectures has been given by Mr. Thomas, the Law Professor, embracing the following subjects:—Fundamental Principles of Law, Rights in Property, Rights in Private Relations, Equity Jurisprudence, Law of Mortgages, the Civil Procedure Code, Law of Limitation, and the Law of Evidence.

The students appreciate the Law Lectures, and I have good reason to believe that this department is a valuable addition to the institution, and that the work done is satisfactory.

The College Proper.

This department is increasing in numbers, efficiency and importance. We have now 50 undergraduates studying for the higher University Examinations. This is an increase of 21. *Three* are in the fourth year's class, reading for the next B. A. Examination; *five* are in the third year's; *nineteen* in the second, preparing for the next First Arts Examination; and *twenty three* have recently joined, having been draughted from Hurdui, Fyzabad, Kheree, and Oonao Zillah Schools, and from Canning College School Department.

The two classes going up for examination in December next have been examined by the Professors and myself, and may be pronounced decidedly above the average. The three B. A. candidates are excellent students, and several of the First Arts men give every promise of passing with credit. There is, consequently, a very fair prospect of this department doing unusually well at the next University Examinations. Brajendra Nath De and Ram Narayan deserve to be specially commended. Both should appear in the 1st Division of the list and hold a good place upon it.

The School Department.

The English School comprises eight classes with an aggregate of 288 pupils. During the month of December last, this department was thoroughly examined and promotions made accordingly. The present Entrance class of 29, I am inclined to think, is not quite so good a class as we have had. For the first time, the oriental classics, Sanskrit and Arabic, are to be taken up as the second language in the place of Urdú. This has been arranged with the view of facilitating the study of the classics for the higher examinations, and, for a year or two, I am afraid, will militate against the University Entrance results. Every year, however, this evil will decrease. Four classes in the school have been taught Arabic and Sanskrit the last eighteen months; and, for the present year, I have arranged

that all boys very backward in the classics and those who either from age or incapacity do not intend to proceed in the College Department, shall be allowed to take up their vernacular.

With the exception of the fifth class, the teaching of which appears unaccountably to have fallen off, I was satisfied with the progress made in all the classes. My examination was a general one, comprising every subject taught; and, in addition to this, the several Professors and higher teachers took up individual subjects, so that the whole was carefully and thoroughly done.

Mr. White, the Senior Professor, who took the English throughout, and in whose opinion in all matters connected with education I need hardly say I place implicit confidence, was much pleased with the third class, and reports a marked improvement in most classes. The reading was generally too hurried and very indistinct, but the meaning of a passage was fairly explained and in Grammar and Parsing greater skill was shown than he had reason to expect.

Mr. Syud Hussain took the Arabic and Úrdú, and I am under particular obligations to him for the very careful report he gave me of each boy's qualifications. The Arabic of the fourth class was satisfactory, but of the third, with two exceptions, very indifferent. In Úrdú, however, this class acquitted itself very well, indeed; and, speaking generally, the Arabic Professor considers the examination in Úrdú was a success throughout the school.

Bábú Ráj Kúmár, Professor of Sanskrit, remarks that the Sanskrit of the third and fourth classes was not satisfactory; but, on examining his returns, I find two boys with 74 per cent. marks each, and several others with above 60, so that I am inclined to think that the Bábú, with an over conscientious desire for the good of his pupils, has erred in depreciating the value of his own labours.

The History (Collier's British) of the above two classes the Bábú reports favourably upon.

Mr. Gall, Junior Professor, examined the third and fourth classes in Euclid and Algebra. The results in Euclid of the third class are pronounced very good, but of the fourth class it is remarked that the memory was more trusted to than the understanding. In the elementary rules of Algebra both classes did well.

Mr. Evans took the Geography from the second to the eighth classes. The numbers attained are good throughout, though here and there are failures.

In Arithmetic, Mr. Sykes reports that all the classes in the School Department did very well indeed. His remarks are as follows :—

"The proficiency of the boys, generally, is highly satisfactory and "shows not only that they have been thoroughly taught and have studied "their work well, but also that they have a peculiar aptitude for the "study. Out of nearly 200 boys present in the seven classes only "failed reaching the prescribed standard of the respective classes."

The remarks of all the above examiners have been communicated to the several teachers.

This Department now numbers 222 pupils, and is under the immediate charge of Pundit Shew Nárayan, an ex-student, assisted by ten Monitors. The leading features in this division of the institution are, that the classes are kept small, if possible, and that individual teaching is frequently resorted to. It is also a rule that, at half-yearly examinations, any boy can be draughted from it to any class in the School Department he may be able to qualify himself for. The success of this Department will be apparent from the fact that one boy last December, reached the standard of the 6th School class and was promoted to it, 21 to that of the 7th, and 31 to that of the 8th School classes. Preparatory School.

I am indebted to Mr. Evans and Pundit Shew Nárayan for assisting me to examine this Department, and to the latter for the great interest he has taken in its good management.

Here we have 159 pupils, of all ages, studying Arabic, Persian, and Sanskrit. Oriental Department.

Bábú Ráj Kúmár is pleased with the first Sanskrit class, and thinks a good deal might be made of several intelligent and studious young men. The second class, under Pundit Muggun Lál, is doing its work well as a preparatory class.

Mr. Syud Hussain reports both Arabic classes to be doing satisfactorily. Some pupils have done Arithmetic to the Rule of Three, and four books of Euclid, and others acquitted themselves well in Logic and Metaphysics, while many are mentioned as good Arabic scholars. In Persian, the report is not so favourable, but most of the boys are very young and very poor, and the Moulvies have great difficulty in getting them to attend at all regularly.

The Mujtahid, has also examined this Department, but his report has not yet arrived. Now that a purely Oriental University has been established at Lahore, it would be as well to affiliate our Oriental Department with it. Both Moulvies and students would be stimulated and encouraged by University honours being looked forward to, as in the English Department.

Compared with last year, the number of pupils on the rolls at the end of February shows an increase of 21, the aggregate of the five Departments being 726. There is a falling off of *two* in the Oriental Department and of *one* in the school, and the increase has chiefly been in the College proper. There is a slight falling off in the percentage of daily attendance for the year. Statistics. Numbers.

The fees collected have increased by about Rs. 1,200 during the year. Fees.

The number of free boys learning English is 67, and 13 orphans are partially provided for. Free boys.

Thirty-five boys are Christians, 465 Hindoos! of whom 161 are decre[illegible]ins, and 226 are Mússulmans! Castes and religions.

krit the [illegible] teen n

Trades and profession.

Twenty-six are T'alukdárs, and 45 others are connected with land. The serving classes number 440; professional men, such as Pundits, Moulvies and Hakeems, 96. Trading class 47, Artisan 7, 65 others can scarcely be classified.

Languages taught.

Six different languages are studied—567 pupils learning English, 477 Urdú, 123 Sanskrit, 91 Arabic, and 26 Hindí.

University Examination.

In the University Examination, Canning College has again been successful. For the first time, B. A., candidates have been sent up. One passed, Mr. DeCruz, and one failed, Hanooman Pershad. The failure was in the optional subject only. This candidate is a most deserving young man, and, as he is continuing his studies, he will doubtless be successful this year.

For the First Arts, 10 candidates presented themselves, and of these, six passed, four being in the second division and two in the third. The failures were two in English and one in each other subject.

For the Entrance, 20 appeared, and 18 were successful. Two only were in the first division, 14 in the second, and two in the third. This gives a second division average, and may be considered very fair. The failures were one in English and History and two in Mathematics.

Compared with other institution.

Taking into consideration the total number of candidates sent up from the whole of the Bengal Presidency, and the number who passed in each examination I make the following comparision :—

Entrance.		
Total passed,	... ...	57 per cent.
Canning College passed,	... ...	90 „ „
First Arts.		
Total passed,	... ...	43 „ „
Canning College passed,	... ...	60 „ „
B. A.		
Total passed,	... ...	39 „ „
Canning College passed,	... ...	50 „ „

I may also remark that Canning College passed more candidates than any of the Punjab or North-West Colleges, at the last University Examinations.

Notice of Masters.

My remarks on this head must be simply a repetition of last year's. The Professors and teachers, generally, have worked excellently. The steady labours of Mr. White, Bábú Ráj Kúmár, and Mr. Syud Hussain, the older members of the College staff, have again been deservedly rewarded with success. Messrs. Evans, Gall, and Sykes, though comparatively new to the College, have done good service and they also deserve commendation.

To all the above and to the Moulvies, and Pundits of the Oriental Department, and the Junior teachers in the English Schools are due my grateful acknowledgments.

APPENDIX F.

CURRICULUM

FOR ANGLO-VERNACULAR ZILLAH SCHOOLS IN OUDH.

CLASS VIII.

A. LANGUAGE.	1. *Urdú.*—Reading.	Múfíd-úl-Múbtádí, with explanation.		Maximum length of stay in each class.
	Writing.	Copy on Takhtís the lessons in the Reader, and then write the same from dictation.		
	2. *Hindí.*—Reading.	Baran Prakáshiká, with explanation.		
	Writing.	Copy on Takhtís the lessons in the Reader, and then write the same from dictation.		
B. ARITHMETIC.	*Figures to* 100,000.—Simple Addition and Subtraction.			
	Tables.—The Multiplication Table to 16; Fractional parts. (The Multiplication Table is, on no account, to be taught beyond 20.)			SIX MONTHS.

CLASS VII.

A. LANGUAGE.	1. *Urdú.*—Reading.	Tálím-úl-Múbtádí (first half-year.) Múfíd-úl-Inshá (second do.)	
	Writing.	Copy reading lessons on Takhtís, and then write the same from dictation.	
	2. *Hindí.*—Reading.	Shiksháwálí (first half-year.) Pátra Hitaishaní (second do.)	
	Writing.	Copy reading lessons on Takhtís, and then write the same from dictation.	
B. ARITHMETIC.	*Numeration and Notation.*—And the first four Simple Rules, with exercises from Múbádí-úl-Hisáb, Part I., or Ganít Prakásh, Part I.		
C. GENERAL KNOWLEDGE.	*Geography.*—The Map of Oudh.		ONE YEAR.

CLASS VI.

A. LANGUAGE.	1. *English.*—Reading.	Howard's Primer, with explanation.	FIRST HALF YEAR.
		Exercises from Baboo Mathura Prashad's Primer.	
		(Write out the translations and exercises neatly, on every Saturday.)	
		Howard's Second Book, Part I., with explanation.	SECOND HALF YEAR.
		Exercises from "School Dialogues."	
		(Write out the translations and exercises neatly, on every Saturday.)	
	Writing.	Copies on Slates. (Capital letters, small letters, large and round hand sentences.) Large and round hand copies, in copy-books.	
	2. *Urdú*—Reading.	Poetical Reader, No. I., (first half.)	
	Writing.	Dictation: Letter-Writing: Paraphrasing.	
	Grammar.	Qawáid-i-Urdú, Part II., or Departmental Grammar (Etymology). Easy parsing during the reading lesson.	
	3. *Hindí.*—Reading.	Poetical Reader, No. I., or Bhoj Prabandh Sár, omitting the Sanskrit.	
	Writing.	Dictation: Letter-Writing: Paraphrasing.	
	Grammar.	Shabd Prakáshiká or Departmental Grammar (Etymology). Easy parsing during the reading lesson.	

Maximum length of stay in each class.

B. ARITHMETIC. *Reduction.*—And the Compound Rules; with exercises from Múbádí-úl-Hisáb, Zúbdat-úl-Hisáb, &c., (English and Vernacular figures.)

C. GENERAL KNOWLEDGE.
1. *Geography.*—Auwul Júgráfíya or Bhugol Darpana (Asia) (orally or by book, as most convenient.)
2. *Elements of Natural Philosophy.*—Haqaik-úl-Moujúdát, or Vidyánkur.

ONE YEAR.

CLASS V.

A. LANGUAGE.

1. *English.*—Reading. Pyárí Charan Sirkar's, Reader, No. III. * (Write out the translations neatly on Saturdays.)
   Writing. Large and small hand copies, in copy-books; Dictation, translation into English, from Tálím-úl-Múbtádí or Shiksháwálí.
   Grammar. Grammatical Primer, page 1—26.
2. *Urdú.*—Reading. Poetical Reader, No. I, (second half.)
   Writing. Letter-Writing: Paraphrasing: Court-papers.
   Grammar. Qawáid-i-Urdú, Part II., or Departmental Grammar (Syntax.) Parsing during the reading lesson.
3. *Hindí*—Reading. Poetical Reader No.—or Extracts from Prém Ságar.
   Writing. Letter-Writing: Paraphrasing: Court-papers.
   Grammar. Shabd Prakáshiká or Departmental Grammar (Syntax), Parsing during the reading lesson.
4. *Persian.*—Reading. Gulzár-i-Dabistán, with explanation.
   Writing. Dictation from the reading lesson.
   Grammar. Sifawat-úl-Masádir: Declension of Verbs on the black-board.

* Learn by heart, Chap. I.—6, 8, 14, and 16; Chap. II.—16; Chap. III.—6, 8, and 18; Omit Chaps. IV, and V.

B. ARITHMETIC. Vulgar and decimal fractions; proportion; square root.

C. GENERAL KNOWLEDGE.
1. *Geography.*—Auwul Júgráfíya or Bhogol Darpana (remainder) (important facts.) Map drawing on slates.
2. *History.*—Waqáat-i-Hind, or Bhárat Varshí Itihás (Jehángír).

ONE YEAR.

CLASS IV.

A. LANGUAGE.

1. *English.*—Reading. Pyárí Charan's Reader, No. IV., including the list of prefixes and affixes at the end. *
   Writing. Large, round, and small hand copies in copy-books. dictation. Translation from Waqáat-i-Hind or Bhárat Varsh Itihás, into English.
   Grammar. Grammatical Primer (whole). Easy parsing during the reading lesson.
2. *Urdú.*—Reading. Poetical Reader, No. 2, (first half).
   Writing. Paraphrase; translation from English and from Persian into Urdú; Essays.
   Grammar. Qawáid-i-Urdú, Part II., or Departmental Grammar (revision.) Parsing: derivation.
3. *Hindí*—Reading. Rámáyana (Kiskinda Kánd).
   Writing. Paraphrase: Translations: Essays.
   Grammar. Shabd Prakáshiká or Departmental Grammar (revision) Parsing: derivation.

* Learn by heart. Chap. I-7, Chap. II-18. Chap. III-6, 12. Chap. IV-3, 15.

A. Language. (*Contd.*)

4. *Persian.*—Reading. Dustur-us-Sibíyán, with explanation.
   Writing. Dictation, Letter-Writing.
   Grammar. Zawábit-í-Fársí: Easy parsing during the reading lesson.
5. *Sanskrit.*—Mr. Gopal Bhandarkar's first book.
   Grammar. Upákramaníka (English translation.)
6. *Arabic.*—(1.) Moulvi Ubaid-ul-lah's Grammar. Declension and Conjugations, Part I.
   (2.) Ditto Reader No. I.
   (3.) Dictation: Easy sentences.

Maximum length stay in each cla

B. Mathematics.

1. *Arithmetic*—Simple and Compound Proportion, with examples' involving vulgar and decimal fractions' from all the textbooks available.
2. *Geometry.*—Uclaidis, Parts I. and II.

C. General Knowledge.

1. *Geography.*—Outlines of Geography[a] (Asia), Map drawing.
2. *History.*—Waqá-at-i-Hind or Bhárat Varshí Itihás (whole).

(*a.*) In this an lower classes, the large print only need be read.

ONE YEAR.

[*N. B.*—Examination in writing, every Saturday, in this and higher Classes]

CLASS III.

A. Language.

1. *English.*—Reading. Howard's Third Book, Part II. Lessons 1-3, the Geographical lessons, and lessons on money matters, and the poetical lessons 4, 11, 20, 22, 36 and 48.
   Writing. Copy-books: Dictation: translation from Waqá-at-i-Hind or Bhárat Varshí Itihás.
   Grammar. Howard's Rudimentary Grammar; parsing and derivation during reading lessons
2. *U'rdú.*—Reading. Poetical Reader, No. II. (seoond half).
   Writing. Paraphrase: Translation: Essay.
   Grammar. Parsing: Derivation: Analysis.
3. *Hindí.*—Reading. Rámáyana (Ayodhya Kánd).
   Writing. Paraphrase: Translation: Essay.
   Grammar. Parsing: Derivation: Analysis.
4. *Persian.*—Reading. Nigár Danish, Chaps. I—III.
   Writing. Letter-Writing: translation from Urdú, &c.
   Grammar. Zawábit-í-Fársí (revision). Parsing.
5. *Arabic.*—Reading. Molvi Ubaidullá's Reader, No. II.
   Writing. Dictation: Easy Composition: Miftah-ul-lissan (first half.)
   Grammar, Molvi Ubaidullá's Grammar, No. II. (Etymology and Syntax.)
6. *Sanskrit.*—Reading. Mr. Gopal Bhandarkar's second book Rijupat, Part I.
   Grammar. The Upákramanika.
   Writing. Dictation: Easy Composition.

(*N. B.*—Arabic and Sanskrit will be taught in such schools only, where arrangements are practicable

Arithmetic.

1. *Arithmetic.*—Colenso—Chapters III. to V.
2. *Algebra.*—Todhunter's Algebra for Beginners. Chapters I. to XIII. The first four Rules, G. C. M. and L. C. M.
3. *Geometry.*—Euclid—Books I. and II., with deductions.

1. *Geography.*—Outlines of Geography (Europe) [Revise Asia.] Map Drawing.
2. *History.*—Collier's History of England, pp. 145.

ONE YEAR.

CLASS II.

Maximum length of stay in each class.

LANGUAGE.

1. *English.*—Reading. Half the Entrance University Course for the following year.
   - Writing. Translation from the Urdú Course: Paraphrase and Written Answers: Written Examination every Saturday.
   - Grammar. Hiley's Grammar (Syntax). Parsing: Derivation, and Analysis.
2. *Urdú.*—Reading. Half the Entrance Course for the following year.
   - Writing. Translation from the English Course: Paraphrase: Written Answers: Written Examination on Saturdays.
   - Grammar. Forbes' Hindústaní Grammar, Sections II. to IV. with Parsing: Derivation, and Analysis.
3. *Hindí.*—Reading. Half the Entrance Course for the following year.
   - Writing. Translation from the English Course: Paraphrase: Written Answers: Weekly Written Examinations.
   - Grammer. Etherington's Grammar (selections), with Parsing: Derivation, and Analysis.
4. *Persian.*—Reading. Akhláq-i-Mohsiní, Chapters 1—21.
   - Writing. Translation: Original Exercises.
   - Grammar. Parsing: Derivation, &c.
5. *Arabic.*—Reading. Entrance Course (first half) Miftáh-úl-Lissan, Part II.
   - Writing. Translation: Composition.
   - Grammar. Molvi Ubdaidulla's Grammar No. II. and Revision of Part I.
6. *Sanskrit.*—Reading. Rijú Páth, Part III. (Entrance Course.)
   - Writing. Translation: Composition.
   - Grammar. Vyákaran Upakramanika. or Revision of Mr. Gopal Bhandarkar's Books I. and II.

MATHEMATICS.

1. *Arithmetic.*—Colenso. Chapters VI. and VII.
2. *Algebra.*—Todhunter. Chapters XIV. to XXIII.
3. *Geometry.*—Euclid. Books III. and IV. with deductions.

GENERAL KNOWLEDGE.

1. *Geography.*—Outlines of Geography (whole): Map Drawing.
2. *History.*—Collier's History of England (whole.) Marshman's India, Chapters I. to VII.

ONE YEAR.

CLASS I. or Entrance Class.

A. LANGUAGE.

1. *English.*—Reading. The Entrance Course for the year, (complete and revise the whole.)
   - Writing. Written Examinations.
   - Grammar. Hiley's Grammar, (Prosody.) Parsing: Derivation: Analysis.
2. *Urdú.*—Reading. The Entrance Course for the year, (complete and revise the whole.)
   - Writing. Written Examinations.
   - Grammar. Forbes' Hindústaní Grammar (revision): Parsing: Derivation: Analysis.

		Maximum length of stay in each class.
A. LANGUAGE. *Continued.*	3. *Hindí.*—Reading. The Entrance Course for the year, (complete and revise the whole.) Writing. Written Examinations. Grammar. Etherington's Grammar (revision): Parsing: Derivation: Analysis. 4. *Arabic.*—Entrance Course (second half and revision of first half.) Grammar. Revision. Exercise and Dialogues. 5. *Sanskrit.*—Rijú Páth. Part III. second half and revision (Entrance Course.) Grammar. Revision with notes from Benfey.	
B. MATHEMATICS	1. *Arithmetic.*—Miscellaneous examples from Colenso, Banard Smith, &c., &c. 2. *Algebra.*—Todhunter. Chapters 23 to 25, and miscellaneous examples from Colenso, &c. 3. *Geometry.*—Pott's Euclid. Revise 12 propositions a week, and work as many deductions as possible.	
C. GENERAL KNOWLEDGE.	1. *Geography.*—Outlines of Geography (revision), Map Drawing. 2. *History.*—Collier's England (revision.) Marshman's India, complete and revise the whole.	ONE YEAR

N. B.—1. Where the Urdú and Hindí readers are both strong, and the teaching staff sufficient, there may be two distinct sections.

2. The maximum time is allowed for each class: every boy should be fitted for promotion within the time specified. Regarding boys who are allowed to remain too long in any one class, the master will be required to render an explanation.

3. "Kaithí" will not be taught until the boy desiring to learn has reached the sixth class.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, OUDH.
LUCKNOW:
The 18*th January* 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX F.—(Continued.)

CURRICULUM

FOR ANGLO-VERNACULAR TOWN SCHOOLS IN OUDH.

CLASS VI.

Maximum length of stay in each class.

A. Language.

1. *Urdú.*—The letters are to be formed by the scholar, on his Takhtí first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them, neatly and readily, in any order, from dictation, then the vowel signs may be learned; and finally, syllables and short words may be read and written from dictation.
2. *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupils can write any letter, with its short or long vowel, from dictation, then they should be practised in reading and writing easy words.

B. Arithmetic. *Figures to* 100.—The Multiplication Table to 10. SIX MONTHS.

CLASS V.

A. Language.

1. *Urdú.*—Reading. Múfid-úl-Múbtádí, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.
2. *Hindí.*—Reading. Baran Prakáshiká, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. Arithmetic. *Figures to* 100,000.—Simple addition and subtraction.
Tables.—The Multiplication Table to 16; Fractional parts. (The Multiplication Table is, on no account, to be taught beyond 20). SIX MONTHS.

CLASS IV.

A. Language.

1. *Urdú.*—Reading. Tálím-úl-Múbtádí (first half year). Múfid-úl-Inshá (second half year).
   Writing. Copy reading lessons on Takhtís, and then write the same from dictation.
2. *Hindí.*—Reading. Shikshá wálí (first half year). Patra Hitaishaní (second half year).
   Writing. Copy reading lessons on Takhtís, and then write the same from dictation.

B. Arithmetic. *Numeration and Notation.*—And the first four Simple Rules, with exercises from Múbádí-úl-Hisáb, Part I., or Ganít Prakásh, Part I.

C. General Knowledge. *Geography.*—The Map of Oudh.

CLASS III.

Maximum length of stay in each class.

A. Language.

1. *English.*—Reading. Howard's Primer, with explanation. Exercises from Babú Mathurá Prashadá's Primer (write out the translations and exercises neatly on Saturday.) (first half year.)

   Howard's Second Book, Part I, with explanation. Exercises from "School Dialogues," (write out the translations and exercises neatly on Suturdays. Second half year.)

   Writing. Copies on slates (capital letters; small letters; large and round hand sentences;) small and round hand copies, in copy-books.

2. *Urdú.*—Reading. Poetical Reader, No. I. (first half.)

   Writing. Dictation: Letter-Writing: Paraphrasing.

   Grammar. Qawáid-í-Urdú, Part II., or Departmental Grammar, (Etymology.) Easy Parsing during the reading lesson.

3. *Hindí.*—Reading. Reader No. I., or Bhoj Prabandh Sar, omitting the Sanskrit.

   Writing. Dictation: Letter-Writing: Paraphrasing.

   Grammar. Shabd Prakáshiká or Departmental Grammar, (Etymology.) Easy Parsing during the reading lesson.

B. Arithmetic. *Reduction.*—And the Compound Rules; with exercises from Múbádí-úl-Hisáb, Zúbdat-úl-Hisáb, &c., (English and Vernacular figures.)

C. General Knowledge.

1. *Geography*—Auwal Júgráfíya or Bhugol Darpana (Asia.)
2. *Elements of Natural Philosophy.*—Haquik-úl-Moujúdát or Vidyánkur.

ONE YEAR.

CLASS II.

A. Language.

1. *English.*—Reading. Pyáricharan Sirkár's Reader, No. III.,* (write out the translations neatly on Saturdays.)

   Writing. Large and small hand copies in copy-books; Dictation: translation into English from Tálim-úl-Múbtádí or Shiksháwálí.

   Grammar. Grammatical Primer, pages 1 to 26.

2. *Urdú.*—Reading. Poetical Reader, No. I., (second half.)

   Writing. Letter-Writing: Paraphrasing: Court-papers.

   Grammar. Qawáid-i-Urdú, Part II., or Departmental Grammar (Syntax.) Parsing during the reading lesson.

3. *Hindí.*—Reading. Poetical Reader, No.——or Extracts from Prém Ságar.

   Writing. Letter-Writing: Paraphrasing: Court Papers.

   Grammar. Shabd Prakáshiká or Departmental Grammar (Syntax.) Parsing during the reading lesson.

4. *Persian.*—Reading. Gulzár-i-Dabistán, with explanation.

   Writing. Dictation from the reading lesson.

   Grammar. Sifawat-úl-Masádir: Declension of verbs on the black-board.

* Learn by heart. Chap. I.—6, 8, 14 and 16. Chap. II. 16—and Chap. III.—6, 8, and 16. Omit Chaps. IV. and V.

B. ARITHMETIC. *Vulgar and Decimal Fractions*:—Proportion: Square root.

C. GENERAL KNOWLEDGE.
1. *Geography.*—Júgráfíya, or Bhugol Darpana, (remainder) [important facts.] Map drawing on slates.
2. *History.*—Waqáat-i-Hind or Bhárat Varshí Itihás (Jehangír.) ONE YEAR.

CLASS I.

A. LANGUAGE.

1. *English.*—Reading. Pyári Charan Sirkar's Reader, No. IV.,*—including the list of prefixes add affixes at the end.

* Learn by heart.
Chapt. I.—7.
Chapt. II.—13.
Chapt. III.—6 & 12.
Chapt. IV.—9 & 15.

Writing. Large and round hand copies in copy-books. Dictation. Translation into English from Waqáat-i-Hind or Bhárat Varshí. Weekly written examination.

Grammar. Grammatical Primer (whole.) Easy Parsing during the reading lesson.

2. *Urdú.*—Reading. Poetical Reader, No. II.

Writing. Paraphrase: translation from English, &c. into Urdú. Essay. Weekly written examination.

Grammar. Qawáid-i-Urdú, Part II., or Departmental Grammar (revision.) Parsing. Derivation.

3. *Hindí.*—Reading. Rámáyana—Kiskindha Kánd.

Writing. Paraphrase. Translation. Essay. Weekly written examination.

Grammar. Shabd Prakáshiká, or Departmental Grammar, (revision.) Parsing. Derivation.

4. *Persian*—Reading. Dastúr-us-Sibíyán, with explanation.

Writing. Dictation. Letter writing.

Grammar. Zawábit-i-Fársí. Easy Parsing during the reading lesson.

B. MATHEMATICS.
1. *Arithmetic*—Simple and compound proportion, including Mensuration, with examples involving vulgar and decimal fractions, from all the text-books available.
2. *Algebra.*—Jabra-o-Muqabila, Part I., or Bijganit, Part I.
3. *Geometry.*—Uclaidis, Books I. and II.

C. GENERAL KNOWLEDGE.
1. *Geography.*—Outlines of Geography (Asia)—Map drawing.
2. *History.*—Waqáat-i-Hind or Bhárat Varshí Itihás (whole.) ONE YEAR.

N. B.—(1). Where the Urdú and the Hindí readers are both strong, and the teaching staff sufficient, there may be two distinct sections.

(2). The maximum time is allowed for each class: every boy should be fitted for promotion within the time specified:—regarding boys who are allowed to remain too long in any one class, the teacher will be required to render an explanation.

(3). "Kaithí" will not be taught, until the pupil desiring to learn has reached the third class

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 18th January 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX F.—(Continued).

CURRICULUM

FOR VERNACULAR TAHSÍLÍ SCHOOLS IN OUDH.

CLASS VI.

Maximum length of stay in each class.

A. LANGUAGE.

1. *Urdú.*—The letters are to be formed by the scholar on his Takhtí, first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them neatly and readily, in any order, from dictation, then the vowel signs may be learned; and finally, syllables and short words may be read and written from dictation.
2. *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupil can write any letter, with its short or long vowel, from dictation, then he should be practised in reading and writing easy words.

B. ARITHMETIC. *Figures to* 100.—The Multiplication Table to 10.

SIX MONTHS COURSE.

CLASS V.

A. LANGUAGE.

1. *Urdú.*—Reading. Múfíd-úl-Múbtádí, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.
2. *Hindí.*—Reading. Baran Prakáshiká, or Baran Málá, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. ARITHMETIC.

Figures to 100,000.—Simple Addition and Subtraction.
Tables.—The Multiplication Table to 16: Fractional parts. (The Multiplication Table is, on no account, to be taught beyond 20.)

SIX MONTHS COURSE

CLASS IV.

A. LANGUAGE.

1. *Urdú.*—Reading. Tálím-úl-Múbtádí, with explanation, [first half year.]
   Múfíd-úl-Inshá, with explanation, [second half year.]
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.
2. *Hindí.*—Reading. Shiksháwálí, [first half year.] Pátra Hitaishaní, [second half year.]
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. ARITHMETIC. Numeration and Notation; and the first four Simple Rules; with exercises from Múbádi-úl-Hisáb, Part I., or Ganít Prakásh, Part I.

C. GENERAL KNOWLEDGE. Geography. The Map of Oudh.

ONE YEARS COURSE.

CLASS III.

LANGUAGE.

1. *Urdú.*—Reading. Poetical Reader, No. 1, [first half.]
   Writing. Dictation, Letter-Writing, Paraphrasing, &c.
   Grammar. Qawáid-i-Urdú, Part II., or Depl., Grammar [Etymology.] Easy Parsing during the reading lesson.

	2. *Hindí.*—Reading.		Poetical Reader, No. 1, or Bhoj Prabandh Sár.	
		Writing.	Dictation, Letter-Writing, Paraphrasing, &c.	
		Grammar.	Shabd Prakáshiká, or Depl., Grammar; easy Parsing during the reading lesson.	
	3. *Persian.*—Reading.		Gulzár-i-Dabistán.	
		Writing.	Dictation from Reading Lessons.	
		Grammar.	Sifawat-úl-Masádir: Declension of verbs on the Black-board.	
B. Arithmetic.			Compound Rules. Reduction: Simple Proportion.	
C. General Knowledge.	1.	Geography.	Auwul Júgráfíya, or Bhugol Darpan [Asia.]	
	2.	Elements of Natural Philosophy.	Haqaik-úl-Mowjúdát or Vidyánkur [whole.]	ONE YEAR'S COURSE.

CLASS II.

A. Language.	1. *Urdú.*—Reading.		Poetical Reader, No. 1, [second half.]	
		Writing.	Letter-Writing: Court-Papers: Weekly Examinations.	
		Grammar.	Qawáid-i-Urdú, Part II.. or Depl., Grammar [Syntax.] Parsing during the reading lesson.	
	2. *Hindí.*—Reading.		Poetical Reader No.—or Extracts from Prém Ságar.	
		Writing.	Letter-writing: Court-Papers: Weekly Examinations.	
		Grammar	Shabd Prakáshiká, or Depl., Grammar: Parsing during the reading lesson.	
	3. *Persian.*—Reading.		Dastúr-us-Sibíyán.	
		Writing.	Dictation: Letter-writing.	
		Grammar.	Zawábit-í-Fárzi: Easy Parsing.	
B. Mathematics.	1.	Arithmetic.	Vulgar and Decimal Fractions: Proportion: Square Roots.	
	2.	Mensuration.	Misbah-úl-Masáhat, Part I., or Kshetra Chandriká, Part I.	
C. General Knowledge.	1.	Geography.	Auwul Júgráfya or Bhugol Darpan, [Europe.] Map drawing on Slates.	
	2.	History.	Waqáat-i-Hind, or Bhárat Varshí Itihás [to death of Jehángir.]	ONE YEAR'S COURSE.

CLASS I.

A. Language.	1. *Urdú.*—Reading.		Poetical Reader, No. 2, [first half.]	
		Writing.	Original Essay, translation from Persian, &c.	
		Grammar.	Qawáid-i-Urdú, Part II., or Depl., Grammar [Revision.] Parsing and derivation during the reading lesson.	
	2. *Hindí.*—Reading.		Rámáyana, [Kiskindha Kánd.]	
		Writing.	Original Essays, Weekly Examinations, &c.	
		Grammar.	Shabd Prakáshiká, or Depl., Grammar (Revision,) Parsing and Derivation during the reading lesson.	
	3. *Persian.*—Reading.		Bostán, Chaps: IV. and VII., Nigár Danish, Chaps: I.—III.	
		Writing.	Letter-Writing, Paraphrasing, Transl-	

A. MATHEMATICS.		Grammar.	Zawábit-í-Fársi, [Revision]—Parsing.	
	1.	Arithmetic.	Proportions: Interest: Square and Cube Roots, &c.	
	2.	Mensuration.	Misbah-úl-Masáhat, Part II., or Kshetra Chandriká, Part II.	
	3.	Algebra.	Jebra-o-Muqabila, Part I., or Bij Ganít, Part I.	
	4.	Geometry.	Uclaidis, Books I. and II.	
C. GENERAL KNOWLEDGE.	1.	Geography.	Auwul Júgráfía, or Bhugol Darpan, (whole.)—Map-Drawing.	
	2.	History.	Waqáat-i-Hind, or Bhárat Varshí Itihás, [whole.]	ONE YEAR'S COURSE.

EXTRA CLASS.

A. LANGUAGE.	1. *Urdú.*—	Reading.	Poetical Reader No. II. [second half.]	
		Writing.	Original Exercises, Translations, &c.	
		Grammar.	Parsing, Derivation, Analysis, &c.	
	2. *Hindí.*—	Reading.	Rámáyana, [Ayodhyá Kánd.]	
		Writing.	Original Exercises, Translations, &c.	
		Grammar.	Parsing, Derivation, Analysis &c.	
	3. *Persian.*—	Reading.	Akhláq-i-Mohsíni, (first half year.) Dewán Háfiz, or some other suitable Poem, [second half year.]	
B. MATHEMATICS.		Writing.	Translation, Paraphrase, &c.	
		Grammar.	Parsing, Derivation, &c.	
	1.	Arithmetic.	Miscellaneous Examples.	
	2.	Mensuration	do.	
	3.	Algebra.	Jebra-o-Muqabila, Part II., or Bij Ganít, Part II.	
	4.	Geometry.	Uclaidis Books III. and IV. with Deductions.	
C. GENERAL KNOWLEDGE.	1.	Geography.	Anis-us-Saiyáhín, Part I., or Bhugol Tatwa, Part I.—Map Drawing.	
	2.	Natural Philosophy.	Ilm-i-Tabiyát, or Padárth Vidyá Sar. [These books will be used until an Elementary Treatise on Natural Philosophy is published by the Department.]	ONE YEAR'S COURSE.

N. B. 1—The Maximum time is allowed for each class: every boy should be fitted for promotion within the time specified:—regarding boys who are allowed to remain too long in any one class, the teacher will be required to render an explanation.

2—Kaithí will not be taught, until the pupil, desiring to learn, has reached the third class—Urdú or Hindí.

3—The method of keeping the "Day-book" by shop-keepers, and "Accounts" by Patwáris [village accountants] may be taught to any pupil, in the second or third class, at the request of the parent.

LUCKNOW:
OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, IN OUDH.
18*th January* 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX F.—(Continued).

CURRICULUM

FOR VILLAGE SCHOOLS IN OUDH.

CLASS V.

Maximum length of stay in each class.

A. Language.

1. *Urdú.*—The letters are to be formed by the scholar on his Takhtí, first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them, neatly and readily, in any order, from dictation, then the vowel signs may be learned; and finally, syllables and short words may be read and written from dictation.
2. *Hindí.*—The boys are to be taught the "Bárah Kharí" and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupil can write any letter, with its short or long vowel, from dictation, then he should be practised in reading and writing easy words.

B. Arithmetic. *Figures* to 100.—The Multiplication Table to 10.

SIX MONTHS' COURSE.

CLASS. IV.

A. Language.

1. *Urdú.*—Reading. Múfídúl-Múbtádí, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.
2. *Hindí.*—Reading. Baran Prakáshiká, with explanation.
   Writing. Copy Reading lessons on Takhtís, and then write the same from dictation.

B. Arithmetic.

Figures to 100,000.—Simple Addition and Subtraction.

Tables. The Multiplication Table to 16; Fractional parts. (The Multiplication Table is, on no account, to be taught beyond 20.)

SIX MONTHS' COURSE.

CLASS III.

A. Language.

1. *Urdú.*—Reading. Tálím-úl-Múbtádí, with explanation, [first half year.]
   Múfíd-úl-Inshá, with explanation, [second half year.]
   Writing. Copy Reading lessons on Takhtís, and then write the same from dictation.
2. *Hindí.*—Reading. Shiksháwálí, with explanation, [first half year]
   Pátra Hitaishaní, with explanation, [second half year.]
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. Arithmetic. *Numeration and Notation.*—And the first four Simple Rules; with exercises from Múbádí-úl-Hisáb Part I., or Ganít Prakásh, Part I.

C. General Knowledge. *Geography.*—The Map of Oudh.

ONE YEAR'S COURSE.

CLASS. II.

A. Language.

1. *Urdú.*— Reading. Poetical Reader, No. 1, [first half.]
   Writing. Dictation: Letter-Writing: Paraphrasing, &c
   Grammar. Qawáid-i-Urdú Part II., or Depl., Grammar [Etymology.] Easy Parsing during the Reading Lesson.
2. *Hindí.*—Reading. Poetical Reader, No. 1, or Bhoj Prabandh Sár.
   Writing. Dictation: Letter-Writing: Paraphrasing, &c.
   Grammar. Shabd Prakáshiká or Departmental, Grammar [Etymology.] Easy Parsing during the Reading Lesson.
3. *Persian.*—Reading. Gulzár-i-Dabistan, with explanation.
   Writing. Dictation from Reading Lessons.
   Grammar. Sifawat-ul-Masádir: Declension of verbs on the black board.

B. Arithmetic. Compound Rules. Reduction: Simple Proportion.

C. General Knowledge.

1. Geography. Auwal Jugráfíya or Bhugol Darpan, [Asia.]
2. Elements of Natural Philosophy.—Haqáik-ul-Mowjudát or Vidyánkur [whole.]

ONE YEAR'S COURSE.

CLASS. I.

A. Language.

1. *Urdú.*—Reading. Poetical Reader No. 1, [second half.]
   Writing. Letter-writing: Paraphrasing: Court-papers: Weekly written Examinations.
   Grammar. Qawáid-i-Urdú Part II., or Depl., Grammar [whole.] Parsing during the Reading Lesson.
2. *Hindí*—Reading. Poetical Reader, No. 2, or extracts from Prem Ságar.
   Writing. Letter-Writing: Paraphrasing; Court-Papers: Weekly Written examinations.
   Grammar. Shabd Prakáshiká or Depl., Grammar [whole] Parsing during the Reading Lesson.
3. *Persian.*—Reading. Dastúr-us-Sibiyan, with explanation.
   Writing Dictation from Reading Lessons: Letter-Writing.
   Grammar. Zawábit-i-Fársi: Easy Parsing.

B. Mathematics.

1. Arithmetic. Vulgar and Decimal Fractions: Proportion: Square Roots, &c.
2. Mensuration. Misbáh-ul-Masáhat, Part. I., or Kshetra Chandriká Part. I.

C. General Knowledge.

1. Geography. Auwal Jugráfia or Bhugol Darpan, [Remainder] [Important facts.] Map drawing on Slates.
2. History. Waqaát-i-Hind, or Bhárat Varshi Itihás [whole.]

ONE YEAR'S COURSE

N. B. 1.—The Maximum time is allowed for each class: every boy should be fitted for promotion within the time specified :—regarding boys, who are allowed to remain too long in any one class, the teacher will be required to render an explanation.

2.—Kaithi will not be taught, until the pupil, desiring to learn, has reached the third class—Urdú or Hindí.

3.—The method of keeping the "Day-book" by shop-keepers, and "Accounts" by Patwáris [village accountants] may be taught to any pupil, in the first or second class, at the request of the parent.

4.—Those masters who have a knowledge of surveying will teach surveying in the highest class.

Office of Director of Public Instruction in Oudh.
LUCKNOW:
The 18th January 1871.

COLIN BROWNING, M. A.,
Director of Public Instruction in Oudh.

No. 2499 of 1872.

FROM

J. WOODBURN, ESQUIRE, C. S.,

OFFG. SECY. TO THE CHIEF COMMISSIONER, OUDH.

To

COLIN BROWNING, ESQUIRE, M. A.,

DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

Dated Lucknow, the 1st October 1872.

SIR,

GENERAL DEPARTMENT.

I am directed to acknowledge the receipt of your communication No. 837, dated 19th June, being the report on the state and progress of education in Oudh, during the year 1871-72, and in reply to communicate the following remarks :—

CONTROLLING AGENCIES.

Para. 12.

Para. 5

1. District Educational and School Committees may now fairly take their place amongst controlling agencies. All have been efficiently worked, save perhaps in Sultánpur. Indeed, presiding officers seem determined to secure the efficient transaction of ordinary business. In some places School Committees have been especially active, and the Officiating Chief Commissioner laments the death of Rájah Tajammul Hussein Khán, who took an active interest in educational matters.

Para 5

2. The reports of the Deputy Commissioners, are so far satisfactory, that they show, that the Civil and Education Officers work in unison for the promotion of elementary education. As suggested by the Deputy Commissioner of Bára Banki, you will doubtless extend all the aid in your power, to indigenous schools, where such exist, and as recommended by the Deputy Commissioner of Hardui, you will endeavour to associate with each Head-master, some one of the members of the School Committee, to assist in the proper conduct of the annual examinations.

3. There has been no neglect of inspection work, and the Officiating Chief Commissioner is glad to have been able to reward the energy of the Deputy Inspector of Schools, Hardui, by his promotion.

4. Your classification of appointments shews that in the higher offices of the Educational Departments in Oudh, Natives of India are fairly represented. There are but six appointments, the pay of which is more than Rs. 250 per mensem, and two of these appointments are held by Hindús. Of nine appointments, the stipends attached to which vary from Rs. 150 to Rs. 250, seven are held by Hindús, and two by persons of European descent. There is thus no Mahomedan gentleman holding an appointment of Rs. 150 per mensem in the Oudh Educational Department. Since in Oudh, Mahomedans represent a very cultivated and influential portion of the community, their absence from the higher appointments is to be regretted. But there are several Mahomedans on stipends varying from Rs. 100 to Rs. 150 per mensem, and doubtless they will in time succeed to the better paid offices.

5. The place achieved by Oudh, in the International Exhibition of 1871, was more than creditable to the Educational Department. Doubtless, in future, International Exhibitions to which educational specimens may be sent, other Indian Provinces will take care to send more complete collections.

Para. 17. The International Exhibition.

6. As remarked by you, this is the first year that the Educational Department has been entirely administered by the local Government. Financially, the Educational Department does not seem to have suffered. The total sum spent on education, in 1871-72, was Rs. 4,94,622, of which amount Rs. 4,15,635 were entirely administered by your department, the balance being disbursed by the managers of aided and indigenous schools. In 1870-71, the total expenditure was Rs. 4,37,648. There was an increase of expenditure amounting to Rs. 56,974. The tables given in paras. 19 and 20 shew exactly under what heads there has been increased expenditure, 84 per cent. of the increase occurs under the head "Instruction," and it is exceedingly gratifying to the Officiating Chief Commissioner to find, that nearly the whole of the increase is for primary education. If indigenous schools be omitted, the expenditure has increased by 11 per cent., recognised schools have increased by 23 per cent., and scholars by 30 per cent.

Para. 18 Financial Statistics.

7. The Officiating Chief Commissioner notices with regret, that some of the T'alukdárs, owing to the levy of the New Local Rate, have withdrawn their subscriptions from the support of certain aided schools, and have thrown the support of the Aided Schools on the New Local Rate. The Officiating Chief Commissioner is afraid, that the apprehension of Colonel Reid "that land-owners generally, when the School Cess and Local Rates are levied from them, will reduce or sometimes altogether withdraw their contributions towards education," will prove to be only too well founded. Native gentlemen should be encouraged to continue their subscriptions, for the substitution of public taxation for private charity would be a matter of regret.

Para. 21. Subscription Receipts.

Para 10.

8. But, besides the expenditure of Rs. 4,15,635, disbursed by the Educational Department, there was also an expenditure from the Public Works Department Budget of Rs. 21,297. A very much less sum, not half, indeed, of the amount spent by that department on educational buildings in 1870-71. In addition to the above amount spent on buildings by the Public Works Department, there was also an expenditure, as mentioned in your para. 156, of Rs. 15,037, on the repairs and construction of 514 village school buildings. The provision of suitable village school houses is one of great importance, and you should impress upon your Inspectors the necessity for the closest supervision.

Para. 24. Building expenditure.

9. The fee receipts continue slowly, but surely to increase, and as last year was one of some distress, the increase shews that educational officers are alive to the importance of fee collections. Indeed, such collections are a direct guage of the popularity of your department.

Para. 23. Fee Receipts.

10. Schools have increased from 1,298 to 1,541, scholars from 42,105 to 54,596, and their average attendance from 30,472 to 37,604.

Para. 28. General Statistics.

As remarked by you, the increase amounting to about one-third of the number enrolled at the commencement of the year is very considerable, the increase has occurred principally in Government schools, where the pupils have increased by 10,969.

Para. 29.
Statement of Professions.

11. The increased number of scholars seems to be drawn from all classes of society. But the classes connected with land alone shew an increase of more than seven thousand pupils. Vernacular schools then seem to be slowly evincing the confidence of the cultivating classes, and their instruction will per force make the wealthy trading community seek for education. The Officiating Chief Commissioner thinks, that your decision, that Kathi should not be solely taught to a pupil even on the payment of a proper fee, to be sound, vide paras. 4 and 86 of your report.

Para. 30
Caste and Religion of Pupils.

12. There are 40,355 Hindús attending schools in Oudh, whilst there are 13,918 Mahomedan pupils, yet, barely 10 per cent. of the population of Oudh are Mahomedans. In proportion to their relative population, there are twice as many Mahomedans as Hindús attending Government Schools in Oudh. The Officiating Chief Commissioner observes that you estimate that more than one-fourth of your school masters are Mahomedans. Your success during the past year has been very considerable, but if your estimate, that 95 out of every 100 boys are growing up in ignorance, is even approximately correct, the work that remains to be done by your department is enormous.

Paras 31-36.
University Examinations.

13. At the last University Examinations, Oudh was fairly successful, 33 passed the Entrance Examination, five the First examination in Arts, and two proceeded to their degree, one student also took his Master's degree. The results do not contrast unfavorably with those of other Provinces. In the First Arts Examination, the number of successful candidates should have been larger.

Para 37.
Government Schools.

14. Schools have increased by 188, Scholars by 10,969, and the average attendance by 6,255. The average cost per school has fallen from Rs. 28, to Rs. 248. The fee collections have also increased. Though both schools and scholars have increased so largely, yet the total increased expenditure on Government schools is only Rs. 23,498. This gives an expenditure during the year of Rs. 125 on each of the 188 new schools established, or an expenditure of Rs. 2-2-0 per annum for each additional scholar. The Officiating Chief Commissioner thinks, that the increased expenditure has been both successful and economical.

Paras 39-63.
Zilla Schools.

15. In the eleven zilá schools, the numbers, attendance, and fee collections have all increased, whilst the cost per pupil has diminished. The numbers have risen from 2,626 to 3,096; the attendance from 84 to 86 per cent. of the average number enrolled; and the fee collections from Rs. 7,009 to Rs. 7,476. The average cost per pupil has fallen from Rs. 25-14-3 to Rs. 23-4-0. But as these statistics are for all the departments of zilá schools whether primary, middle class or high school departments, they are not very valuable. The Officiating Chief Commissioner observes, that you have separated the pupils, as they belong to one or other of the above departments, and that all the departments seem to be making fair progress. According to your calculation in para. 42, the annual cost of

educating each high school scholar is Rs. 55, and the cost of each matriculated scholar during his stay of three years at a high school is Rs. 165. The cost of high schools in Oudh is not, when their cost is compared with that of similar schools in other Provinces excessive, still it is incumbent on you to maintain rigid economy, and to assure yourself of the thorough efficiency of all the high schools. The Bharaich, Sítápur and Pratábgarh schools are not in good order. Doubtless the changes we have effected, will bring them into an efficient state. Para. 44.

16. You have explained that the increase of the school to this grade, last year there were but 18, now there are 19, is due to the opening of an aided English department in connection with the vernacular town school of Kakorí. As Kakorí is a place inhabited principally by Mahomedans, and since the majority of the subscribers to the English department are Mahomedans, the Officiating Chief Commissioner was pleased to be able to bestow a small grant-in-aid. It is hoped, that the school will be successful. The scholars at all the 19 schools of this grade have increased from 2,214 to 3,180, the average attendance from 1,678 to 2,403, and the fees from Rs. 2,054 to Rs. 2,367. There has been an increase of Rs. 2,363 in the total expenditure, yet the cost per pupil has fallen from Rs. 12-1 to Rs. 9-5, the classification has very greatly improved. The Bilgrám, Sandila, and Akbarpur schools have all done exceedingly well. Inhonah has been relegated since the close of the year to the vernacular school grade, and it may also be necessary to close the English department of the Rámnagar school, which seems to make no advance. The Officiating Chief Commissioner is glad to see that the Jáis school is now showing some signs of progress. On the whole, these Anglo-vernacular middle class schools may be considered in good order. Paras. 64-87. Middle Class Anglo-vernacular Schools.

17. The pupils have increased from 2,709 to 3,454, the average attendance has risen from 76 to 78 per cent of the number enrolled, and the fees have increased from Rs. 939 to Rs. 1,198. The total expenditure has increased from Rs. 15,395 to Rs. 18,134. The cost of educating each pupil is about the same as last year, excepting that the cost of educating each pupil is too high. The school seems to be in good order. Next year they will be tested by the Calcutta University middle class examination. The classification of the schools has improved. Paras. 88-123. Vernacular Middle Class Schools.

18. Village school education seems during the year, to have made great progress The schools have increased by 172, the scholars from 23,270 to 31,525, or they have increased by 8,255, and the average attendance has increased from 16,562 to 21,046. The average number of boys in each school is 42, and the cost of each school has diminished from Rs. 122 to Rs. 114 per annum. There are now 184 village schools in Oudh, where there is an average attendance of from 40 to 100 boys. According to your calculation, there is already a school within every 4½ miles of each child, and doubtless, as village school education progresses with the settlement in Gonda and Kheri, the object of the late Director of Public Instruction to place a good elementary school within 2½ miles of every child in the Province will be accomplished. The Officiating Chief Commissioner notices with approbation, your endeavor Paras. 124-140. Government Village Schools. Para. 126.

to maintain due economy in the village school system. The classification of the pupils continues to improve.

Paras. 169-179. Village School Libraries.

19. The District libraries for village School Masters seem to be fairly successful.

Paras. 186-198. Schools for Girls.

20. There are 81 Government girls' schools, containing 1,908 pupils' of whom 1,072 are Mahomedans. Thus, in proportion to their numbers, Mahomedans not only more largely avail themselves of education for their boys than do Hindús, but Mahomedans actually monopolize the girls' schools. The great reason for the unusual number of Mahomedan girls' attending Government schools in Oudh is, that nearly all the trained teachers are Mahomedan ladies. The Officiating Chief Commissioner hopes, that as funds permit, you will endeavor to train and send out Hindú School Mistresses who shall be able to teach Nagrí. Your account of the schools for girls' at Malihabad is, the Officiating Chief Commissioner thinks, interesting. The state of these schools is highly creditable to their manager, Maulví Mahomed Ibrahim, and to the native gentlemen mentioned by you at the close of your 183 para. The girls that attend school seem to belong very much to the same class, and to come from the same ranks of society as do the boys. The Officiating Chief Commissioner is pleased to find that so many of the cultivating classes send their girls to school, and that there are 10 little girls, daughters of Taludárs, who attend school.

Para. 198.

Para. 240. Zenana Teaching.

21. The zenana agency appears to be popular, the pupils having increased from 52 to 140. They belong to 90 families, 55 are Mahomedan families, and 35 are Hindú families. This house to house teaching should, in so large a city as Lucknow be successful. Next year the ladies of the zenana agency might be invited to classify the attainments of their pupils.

Paras. 200-204. Govt. Normal Schools.

22. During the year, 138 certificated teachers and 13 pupil teachers were sent out to take charge of schools. The total expenditure on Normal Schools and classes increased from Rs. 15,875 to Rs. 16,489. But the cost of educating each pupil fell from Rs. 113-6 to Rs. 97. At the close of the year there remained 151 scholars under instruction. It is satisfactory to find that out of the 151 teachers and pupil teachers, who received employment after passing through the Normal School course, no less than 50 were indigenous school masters. So also of the 151 students now enrolled, 25 are indigenous teachers. Kheri, Bharaich, Gonda, Faizabad, and Sultánpur, are not well represented at the Normal School. The Deputy Inspectors of these districts should exert themselves to send suitable men for instruction. The Mirzáganj Normal class for training Mahomedan mistresses seems to be doing well. It is a subject for regret that the Hindú Normal class should have proved a failure at Malhiabad. It is hoped that the Peháni Normal class for Hindú school mistresses will do better. The Officiating Chief Commissioner is glad to learn that the health of the pupils at the male Normal School continued good throughout the year, and that proper sanitary precautions were taken during the time cholera prevailed in Lucknow.

Para. 205. Private Schools under Government Inspection.

23. Excluding indigenous schools, the number of private schools under Government inspection decreased from 81 to 75, but the pupils in-

creased from 5,401 to 6,576, the average attendance from 4,066 to 4,702, and the cost to Government, diminished from Rs. 53,307 to Rs. 52.055. Including indigenous schools, the pupils have increased from 9,658 to 11,180, and the private expenditure on these schools has increased from Rs. 85,462 to Rs. 93,121. It is so far satisfactory to note, that whilst Government expenditure has decreased, private expenditure has increased.

24. The Officiating Chief Commissioner apprehends from your remarks, that you think it desirable that Canning College should be placed on the same footing as Elphinstone College, Bombay, save that the *distinctive* Committee of management should be maintained. You can, as proposed, send paragraph 206 of your report to the President of the Committee for consideration.

Paras 206 and 211 217 Canning College.

25. The College Department contained 56 undergraduates, of whom but seven were Mahomedans. The total cost of the College Department was Rs. 26,365, of which sum Rs. 13,146 were paid from the Provincial Educational allotment. The aver age anuual cost to Government of educating each undergraduate was Rs. 286. Or each graduate costs the state for his education at Canning College Rs. 1,144, and each First Arts man Rs. 572. As compared with other Provinces, the cost of a graduate in Oudh is small. The College Department, as tested by the University, did fairly well. Two undergraduates proceeded to their degree, and one obtained his masters' degree with honors, receiving the silver medal of the Calcutta Unversity. Five out of 14 passed the First Arts examiuation, but none of the five passed in the first division. Here then, was partial failure, and the Officiating Chief Commissioner hopes, that next year the College will be more successful. The absence on leave of the Principal, during the whole of the year under review, threw a great deal of extra work on the Professors. The Principal, Mr. Boycott, has now resigned. When the staff is once again complete, Canning College will, no doubt, be more successful. Indeed, your remarks in para 211 shew, that as compared with similar institutions in the North-West Provinces, Canning College was fairly successful last year.

Para 211. The College Department

26. The numbers increased from 296 to 317, and the average attendance from 219 to 251. The fees decreased from Rs. 2,279 to Rs. 2,110. The total cost to Government of the High School department was Rs. 8,536. Only seven pupils passed the Entrance Examination. In 1870-71, 18 pupils passed the Entrance. The standard of the Entrance Examination was, no doubt, higher at the last Examination than on previous examinations. For the larger number of failures at the last examination, than on any previous occasion, seems to have been common to all schools in India.

Para 212. The High School.

27. The pupils decreased from 223 to 216, the cost to Government from Rs. 2,974 to Rs. 2,259; and the fee receipts fell from Rs. 1,965 to Rs. 1,667. During the year 50 boys were prepared for Entrance into the High School.

Para 213 The Primary School.

Para 214.
The Oriental Department.

28. This department seems to be languidly conducted. At the close of the year there were but 123 students. The department was maintained at a cost to Government of Rs. 2,973. The fee receipts were very small.

Para. 215.
The Law Department.

29. There were 46 students at the close of the year, of whom only eight were *in statu pupillari.* The results of the law teaching have not yet been tested by any University examination.

Para. 216.
Class of Pupils attending Canning College.

30. The majority of the pupils seem to be the children of Government or private servants. The Officiating Chief Commissioner would be glad to know who these latter are. It would seem that out of 720 boys, 256 are the sons of these " private servants," which in itself is probably sufficient to account for the fact, that the Talukdars do not care to send their sons to their own college. The Talukdárs are not well represented.

Para. 217.
The Ward's Institution.

31. There were 21 Students in the Ward's Institution at the close of the year. All were Talukdárs, 16 being Hindus, and 5 Mahomedans. The maximum cost for any Ward was Rs. 3,229, and the minimum was Rs. 532. The report of the Governor on the progress of the Wards in their studies is not very encouraging, and the matter had better be brought to the notice of the Committee through their President, the Commissioner of Lucknow.

Paras. 219-228.
Aided and Private Schools of the Middle Class (Anglo-Vernacular.)

32. The Aided Schools managed by the Educational Department seem to call for no remarks.

The Private Aided Anglo Vernacular Middle Class Schools belong either to the Anglican or the American Church Mission. The former contain 676 pupils, but the average attendance 392 is wretchedly poor. The cost to Government of educating each pupil is Rs. 6-14-4. This is somewhat less than in 1870-71. The Government grant was diminished during the year from Rs. 4,053 to Rs. 3,470. The cost is still excessive. For the total cost of educating a pupil at a Middle Class Government Anglo Vernacular School, is only Rs. 9-5, so the cost to Government at an Aided School of the same calibre, should not exceed Rs. 4-10 for each pupil. The Anglican Aided Schools have not done well. The average attendance has fallen from 424 to 392, and the fee collections from Rs. 484 to Rs. 265.

Para. 229
The Aided American Mission Anglo-Vernacular Middle Class Schools.

33. The pupils have increased from 579 to 765, the average attendance from 416 to 500, and the Government grant was diminished from Rs. 5,627 to Rs. 5,116. The cost to Government of educating each pupil has decreased from Rs. 9-13 to Rs. 7-7. And, as one of the schools, that at Raí Barelí, has voluntarily relinquished the grant, and the grant to the Main School, Lucknow, has been much reduced, next year the cost to Government of educating each pupil will be brought within proper limits. The Khairábád Aided School does not seem to be in good order, and the reduction proposed by you should be effected.

Para. 232.
Aided Vernacular Schools of the Middle Class.

34. The sixteen schools contain 1,543 pupils, have an average attendance of 1,169 scholars, and receive Rs. 3,004 as a Government grant. The fee collections are Rs. 568, and the cost to Government of educating each pupil is but Rs. 2. These schools seem to be well

managed, and from the episode mentioned in your 234th para. should be popular.

35. The indigenous school returns are confessedly still imperfect. But they seem to be trustworthy so far as they go. Some schools have, no doubt, escaped registration. The very small number of pupils learning Arabic and Sancrit seems to shew that there is not much desire for instruction in these languages, amongst the people of Oudh. Para 243 Indigenous Schools.

36. Scholarships in Oudh have now been properly systematised, and a clever boy may now climb from a Primary School to a College The amounts sanctioned for scholarships are Para 256 Scholarships.

	Annually.
For Primary Village Schools, ...	Rs. 4,354
„ Vernacular Town Schools, ...	„ 1,884
„ Middle Class Anglo-Vernacular Schools, ...	„ 39,000
„ College Education, ...	„ 3,840
Total ...	13,978

All the scholarships are bestowed after public competition.

37. Your information regarding the employment of students in the public service, is still somewhat incomplete. But omitting all consideration of boys educated at village schools, 209 scholars educated at Government schools obtained employment during the year, some of them on very respectable salaries. Employment of Students in the Public Service.

38. The total number of English learners has fallen from 4,390 to 4,148. But the decrease is not in Government schools. At these schools, notwithstanding the postponement of English by another class, the English learners have increased from 1,699 to 2,471. Urdu, Hindí, Persian, Sanscrit, and Arabic, all shew an increased number of scholars. Para. 258. Language.

39. Your account of this department is interesting. During the year 81,928 books, &c., seem to have been purchased during the year at a cost of Rs. 17,920, and books to the value of Rs. 13,284 seem to have been sold. During the previous year only Rs. 10,183 worth of books were sold. The establishment of Munshí Newal Kishore's publishing and printing offices must be of great use to your department, and tend to promote the dissemination of sound learning. The Jalsah Tahzib, Lucknow, seems to be of public benefit, and the Officiating Chief Commissioner hopes that the list of Sancrit MSS. existing in Oudh, recently published will be of public utility. The Book Department.

40. The Officiating Chief Commissioner desires to record his thanks to those gentlemen mentioned by you in your 260th paragraph, as having greatly aided in the spread of education, and he also desires to express his sense of your own unwearied zeal and industry in promoting the well-being and advancement of the Department of which you are in charge.

I have the honor to be,

Sir,

Your most obedient servant,

J. WOODBURN,

Offg. Secretary to the Chief Commr., Oudh.

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ERRATA.

PAGE 16 PARA. 15.

For.—"There are 11 appointments the stipends attached to which vary from 100 to 250 Rs."

Read.—"There are 9 appointments the stipends attached to which vary from 150 to 250 Rs."

For.—"And 8 by Hindus."—*Read* "And 7 by Hindus."

PAGE 31 PARA. 39.

For.—"Total expenditure."—*Read* "Total cost."

No. 837 of 1872-73.

FROM

COLIN BROWNING, ESQUIRE, M. A.,
DIRECTOR OF PUBLIC INSTRUCTION, OUDH.

To

H. B. HARINGTON, ESQUIRE, M. A.,
OFFG. SECRETARY TO THE CHIEF COMMISSIONER, OUDH.

Dated, Lucknow, the 19th June 1872.

SIR,

Submits report.

I have the honor to submit a report on the state and progress of Education in Oudh, during the year 1871-72. This is the eighth Annual Report.

The arrangement of the report is shewn by the Index.

SECTION 1.—CONTROLLING AGENCIES.

Committees of Management.

2. There has been no change. The Department is managed by the Director of Public Instruction assisted by two Inspectors, one of whom is a native gentleman. To advise the Department and to enable Civil and Educational Officers to work in union for the promotion of education, Educational Committees have been formed at the Head Quarters of every district. They are presided over by the Deputy Commissioner of each district, and hold quarterly meetings at which are presented the Educational returns of the district, and the members discuss such questions as may from time to time arise. The Head Master of each High School is the Secretary of the District Educational Committee. To every school also is attached a Sub-Committee, to whom are usually referred minor questions, regarding the internal economy of the School. These Sub-Committees have generally been of service, and have shewn an intelligent interest in their duties. The number of meetings held by the District Educational Committees, are as follows :—

Lucknow, ...	3	Meetings.
Bára Banki	2	„
Unáo, ...	5	„
Sítápur, ...	5	„
Hardui, ...	3	„
Kheri, ...	8	„
Faizabad, ...	4	„
Gonda, ...	2	„
Bharaich, ...	4	„
Rái Barelí, ...	3	„
Sultánpur, ...	3	„
Pratábgarh, ...	4	„

The work of the Sub-Committees is reviewed, as each school or class of school is considered.

Each Deputy Commissioner also sends every year a report on the progress of education in his district. This report is sent through the Commissioner, who has an opportunity of reviewing the progress of education in his Division, and of making such suggestions, and remarks as may occur to him. Civil and Educational Officers are thus in perfect accord.

The Lucknow Division. (i.) Report of the Deputy Commissioner, Lucknow.

3. The Deputy Commissioner of Lucknow assumed charge towards the end of the year, and is unable to speak of the schools from personal experience. But Mr. Sparks, the late Deputy Commissioner now on leave visited many of the schools on his tour, and, I believe, was generally satisfied with their state. The village schools, however, have not advanced so much in the Lucknow district as in other Districts. This will appear when we consider the several classes of schools. Since Captain de-Montmorency of necessity bases his remarks chiefly upon the returns, it is not perhaps necessary, that I should dwell at length on his report. He remarks with reference to the Malihabad Girls' School, that any "advance in the direction of female education must be slow, and may be "disheartening, but still this branch of the department is probably the "most important of all, and we may reasonably place great value "upon every entry in the list of female scholars, every girl now taught, "gives us hope of education reaching at least one family circle of the "next generation." The Deputy Inspector does not clearly report, and therefore, the Deputy Commissioner does not seem to know, who inspects the girls' schools at Malihabad. Those taught by Mistresses are inspected by the Director of Public Instruction, and the Inspector of Schools. They have been inspected thoroughly three times during the year, and every single girl examined in every branch of her education. The schools taught by masters are under the inspection of the Deputy Inspector.

(ii.) Unáo.

4. The Deputy Commissioner regrets that there is no school in which Mahájani or Kayathi is taught. There are no books published in these characters, which are valuable only because they are used by traders. It has been ruled, that these characters may be taught to any boy after he has mastered the Nagrí or Persian characters sufficiently to be able to read an easy book. But that if, a boy wishes to commence with these characters, he must pay a fee of two annas a month. It has been sometimes urged, that it is well to let a boy begin with Kayathi, as he may eventually be led to learn Nagrí or Urdú. But I have not found this hope realised in practice. On the contrary, traders who used to club together, to keep a Kayathi teacher, have thrown his maintenance on the Government School Fund, and the Kayathi teacher has generally contrived to persuade his pupils, and all beginners, not to learn the character usually written, and thus we have had some schools with half the scholars in the lowest class, out of which but comparatively few ever mounted. The Deputy Commissioner also thinks the pay of our village school masters extremely low. But those that he instances

are not masters in the ordinary sense of the term, that is trained adults, but immature pupil teachers. As a rule a master who fairly teaches a school of 30 boys, should not draw less pay than Rs. 8 monthly. But in this question of payment great vigilance is necessary, so to supervise the schools that the pay may accord with the results achieved.

The Deputy Commissioner of Unáo concludes his report by saying that he has but recently taken charge of the district, and is unable from his personal knowledge to give much information. He adds :—

"During a short tour, I inspected the Morâwán School, and was "much struck with the ability displayed by many of the boys. The "different local Committees require a great deal of pressure to exhibit "any interest in Education. I hope to be able to give the whole subject "of education, my earnest attention during the present year."

(iii) Bára Banki.

5. Here the report is full. The Deputy Commissioner considers that the increase in female scholars is satisfactory, and believes that the Deputy Inspector exerts himself in the cause of female education. Mr. Glynn reiterates that the indigenous school masters should receive State assistance, and thinks that knowledge can only be made to reach the masses through the indigenous schools. But in Bára Banki, so far as I can learn, there are only 622 scholars at indigenous schools, of whom 387 study not Urdú, but Persian. In fact these indigenous schools are mainly faulty, because they do *not* teach a lad to read and write. They teach him as a rule merely to read certain books by rote. The indigenous schools too are expensive. The Masters have an attendance on an average of only seven boys per school, and yet manage to live, and are respectably clothed. I should say that their expenditure could hardly be less than Rs. 6 monthly. In the Educational Department we expect an average attendance of at least twenty boys for this sum. This would imply an enrolment in each school of twenty-five boys. So that even on the score of cheapness, I believe that the advantage lies with our village schools, and the fact remains, that every indigenous school master will to-morrow be gladly taken into the Department, if he will only undergo six months or twelve months training in the Normal School, where during the time he is under training he receives Rs. 4, a month, and lives in comfortable quarters rent free, and when qualified is returned, on suitable pay, to the district from whence he came. A moderate system of payment by results might now be introduced in the Bára Banki District. There was at the end of the last year a large balance to the credit of the Rural Cess. But indigenous schools could only be admitted to aid under the payment by result system, if a Sub-Deputy Inspector were sanctioned. For, there are no less than 111 schools under the management of the present Deputy Inspector and there are about eighty-one indigenous schools. The Deputy Inspector has not only to inspect all these schools and to take his share in the departmental examinations, but to arrange regarding the pay of the Masters, their leave and the repairs and construction of school houses. For this part of his work he has however professional assistance. A system of payment by results not carefully managed, would simply invite fraud. Still it is practicable, and was carried out in the Central Provinces.

Indigenous Masters are not however generally willing to accept aid under the payment by result system, which presupposes the keeping of daily attendance registers, and does not allow a Master on the examination day to sweep in, boys from neighbouring schools, and young men educated at home, and so to claim the capitation grant under the several standards in which each pseudo pupil may pass. It is only by care that such frauds can be prevented. Moreover, I regret to say that, though indigenous school masters are in advance of the people in knowledge, yet they are almost as much without forethought, as the natives of India are generally. In any system of payment by results, payments cannot be made at once, but only say after one year, or six months. Many indigenous masters do not care to take the present trouble of keeping registers and classifying their pupils for presentation for examination under a certain standard, for problematical profit at the end of six months. There is another point. The so called indigenous schools in Oudh, seem to be an assemblage of a few boys who are nearly related, for instruction by a private tutor; or the master is supported by some wealthy patron as a religious duty. The majority are hardly schools in the ordinary sense of the term.

The Deputy Commissioner, remarks :—

School Committees.

"That the school Committees have done better in the past than they "had done in the preceding year. Those who have had to sit on these "Committees have, in the bad season and damage to property by the "heavy rains of last year, and sickness, been oppressed with anxiety and "cares of their own; and, if not, under such circumstances, fulfilling all "that was required of them as members of the Educational Committees, "there is much room for consideration being made them. I endeavoured "to introduce examinations of the Nawábganj schools every last Saturday "of the month. But those serving here found it too great a tax on them; " and besides not every last Saturday was a holiday in my Offices, owing "to the large pressure of official work, in so highly populated a district, " and the constant transfer of officers."

The Deputy Commissioner further reports that :—

" Rájah Tajammal Hussein Khán, Rái Abhrám Balí of Darriábad, " Qází Ikrám Hussein, and Rájah Sarabjít Singh, continue to take an in- " terest in our educational measures. The Tahsíldárs of this district do " also their best to promote education by advice and attention to orders."

I regret very much to say that since this report was written Rájah Tajammal Hussein Khán has died. Education has lost a sincere friend and liberal patron.

The Sitápur Division. (i.) Sitápur.

6. The Deputy Commissioner of Sítápur, remarks, that it will be seen from the returns, that the schools " are on the whole doing well."

The Deputy Commissioner examined five girls' schools, and found that some of the girls could read and write fluently. Mr. Anderson, is of opinion that much good would be done by teaching girls in their own houses, and remarks that for this object a large number of teachers would be required. This is the case, and as observed in the review of the Bengal Educational report; there is no doubt that there is a "clear field for

"governesses who would visit and teach girls and women at their parents' "homes." This is one reason why I have urged the necessity of giving instruction to girls at La Martiniere in Urdú and Hindí. We are not so ripe for this system of private tuition in Oudh perhaps, as in Bengal, but even now I know of no district where I could not usefully employ a competent Zenana Teacher and Inspectress of Schools.

The Municipality is, compared with other Municipalities in Oudh, very liberal in the cause of education. The municipality now subscribes Rs. 20 monthly for primary schools at Sítápur, belonging to this department, and pays a rent of Rs. 20 a month for a Boarding house. A portion of this sum is returned as fees from the Boarders. The Munipality also subscribes Rs. 9 monthly to a Girls' School belonging to the American Mission. A grant was formerly given to schools at Khairabad. But Khairabad is without municipal limits, so veryproperly the grant was withdrawn. The Deputy Commissioner remarks that the Educational Committees of Sítápúr and Misrikh have done well. The Biswan School Committee "should be reconstituted." This will be done.

(ii.) Hardui.

7. Mr. Gibson's report is very full, and is considered by the Commissioner of Division to be "satisfactory."

Mr. Gibson records :—

"Putting aside the main school at Hardui the percentage of pupils "to the whole population in Sháhabád, Bilgrám, Sandíla, Mallawan, "Sándí, Pihání, Gopamow and Báwan, in fact in all the schools, does "not exceed and in most of them falls far short of 1·5 per cent." "During my cold weather tour, I visited all these schools except "those at Báwan and Malláwan. I was most favorably impressed with "the schools at Bilgrám, Sándí and Pihání. But in every town I found "a good deal of spirit among the boys, and educational advancement will "not flag for want of interest and industry on the part of pupils. If "educational progress is slow, a stricture I do not feel myself competent "to pass, the fault is in the system and in the teachers.

"The Hardui school passed four boys out of seven at the Entrance "Examination for the Calcutta University and upheld the reputation it "had acquired in the previous year. The boys sent from this district "appear also to have done very fairly at the Annual General Examina- "tion. With reference to the mode of conducting the Annual General "Examination, which, I am informed, is carried out solely under the "superintendence of the Head Master with papers of printed questions "received from Lucknow, I would like to ask whether sufficient super- "vision is secured. Being the person most interested in the result, is "not the temptation to be careless and allow the boys to help each other "too great to be uniformly resisted? If there is any truth in what Syud "Ahmad Khan Bahádur says in his strictures upon the present educa- "tional system in India, 'as to the shifts, tricks, subterfuges, and evasions "practised at the examinations both by pupils and teachers,' I would "propose some further precautions being adopted against unfair play.

"I would remark that these observations convey no personal "reflection. I have no doubt the Head Master of Hardui is an hono- "rable man, and that he conducted the general examination with perfect "integrity. It is the system, if I am correctly acquainted with it, I would "improve. It would I think be enough for the purpose in view, if some "dis-interested person were associated with the Head Master to conduct "the examination. Any Assistant Commissioner or Extra Assistant "Commissioner would do. The Deputy Commissioner might tell off an "officer for the duty. A creditable increase is observable in the num- "ber of pupils added to the rolls and in the daily average attendance "in the Government village schools. Sixteen schools were added and "five closed. The Deputy Inspector's report shows very good work "in this department. Here and there I met with very gratifying interest "in their studies in village students.

"An impetus has been given to female education by the addition of "nine girls' schools and a proportionate number of pupils. I regret not "having given any attention to these schools during the cold weather; "an omission I hope to rectify during the next cold season.

"The return of indigenous schools cannot, I think, be reliable. All "the figures are, I should say, under the mark. I believe that these "schools are giving place to the Government schools.

"The absence of T'alukdárs' children from the schools may require "notice to prevent misconception. In the Bilgrám Tahsíl there are sev- "eral T'alukdárs, but they have very few children, and all of them are "girls. In Sandíla there are scarcely any T'alukdári children of a school- "going age, and the same remark applies to the Sháhabad and Hardui "Tahsíls. At the same time I have to observe, that T'alukdárs are very "reluctant to send their children to our schools. Our schools are especially "unpopular with Mahomedan gentlemen, and though I think there is "much exaggeration and a great deal of absurdity in Syud Ahmad Khan, "Bahádur's views, I think he can be taken as a fair exponent of the "opinions of most of his co-religionists. It is, I am aware, doubtless "easy to complain of the results of the present system of teaching and to "write such nonsense as the following passage in Syud Ahmad's pamphlet: "Have the Indian colleges ever sent forth from their walls one who "in genius or acquirements can approach Shakespeare, Milton, Hume, "Burke, Scott, Hallam, Macaulay, Mill or Maine? But it would be "unwise to ignore entirely the sentiments of the people we have to "deal with, on a subject of such vast importance. I would ask for a "higher degree of fitness in the Head Masters for Anglo-Vernacular "Schools. I would invite and accept the co-operation of local Committees "regarding the books to be used and the course of studies to be pursued "so far as their ideas did not appear retrograde or militate harshly with "our notions. I would ask for a classification of pupils on the basis of "social status.

"Natives do not object with European strictness, to familiar inter-
"course between children in different grades of Native society, but they
"would, I think, much prefer some distinction being shown in schools.
"Whether the objection arises from caste notions or any other ground,
"I think it should be dealt with liberally and that as far as practicable a
"division should be made.

"A Boarding house at Hardui will probably be erected during the
"year; it is urgently required. A School building is wanted at Pihaní,
"the present house being altogether unsuitable.

"The District Committee have discontinued the collection of volun-
"tary subscriptions. In a correspondence with the Director of Public
"Instruction I vindicated this measure and will say no more about it
"now. The pecuniary loss to the cause of education caused by the Com-
"mitee's resolution is fully made up for by the large grant from local
"rates. In conclusion, I would again draw attention to the necessity of
"making the formation of character an essential object and part of our
"system, of introducing some sort of physical training into the Schools,
"of providing an elementary work on Agriculture and of insisting on the
"cultivation of good manners."

For the book on Agriculture, we shall look to the results of the model farms. At present, as I said in my last report, I do not know that we have much to teach the natives of this country, who are simply unable to provide themselves with better tools and instruments of labour. Slovenly cultivation is as often the effect of poverty and of want of energy and means, as of the want of knowledge. The suggestions of the Deputy Commissioner regarding the conduct of the Annual Examination will be adopted, and School Committees will be invited to be present, or to depute one of their members to see that all the arrangements are good. This was the practice at the Scholarship Examination in the Central Provinces, and in Oudh would, I think, be acceptable to the masters themselves. Our departmental examinations have however been fairly conducted, and their results for the most part agree with the results of the Calcutta University examinations and of personal inspection. The educational department is very much indebted to Mr. Gibson, and I much regret, that though I travelled incessantly throughout the marching season, and did not give up camping until the 1st May, I was yet unable from other important business to visit Hardui. The report of the Deputy Commissioner is interesting and suggestive. I would remark, however, that at Government Schools there can be no social distinction, so long as they are supported from the proceeds of general taxation. In England there are such distinctions. But there they are paid for by the rich and well born. Nor can individual School Committees be consulted regarding text books. There must be some uniformity of system, or comparison between school and school becomes impossible. The "formation of character" and the cultivation of good "manners" are already parts of our system, and School boys in Oudh are well behaved.

8. The village School system was only commenced in this district during the year under review. The Deputy Commissioner remarks that there is no Municipal expenditure on education. But the Municipal income has increased from Rs. 3800 to Rs. 8300, and so the Deputy Commissioner is not without hopes that in another year or two Kheri may cease to be almost the only district in Oudh whose municipalities contribute nothing to education. The District Educational Committee met several times during the year. It found that the Sub-Committees did not assemble because they had no President. The T'ahsíldárs of Kheri and Muhammadi were appointed Presidents of the Sub-Committees of the Lakhimpur and Muhammadi Schools. These Sub-Committees "applied "unsuccessfully for an English teacher for the Kymara School, passed "various estimates for petty repairs, appointed Sub-Committees for the "Kheri Branch School and for Paila and Palia, removed negligent mem-"bers and resolved that the rules for the future appointment of Patwáris "prescribed in Financial Circular No. 84 of 1870, be promulgated in "those Parganas in which the settlement had been completed." (iii.) Kheri.

The Deputy Commissioner records that the Lakhimpur and Muhammadí schools are in good order. But that the former has suffered great inconvenience from the loss of its School house. It now meets in a Bangalow, all too small. The former School house was unroofed just before the rains, the rains descended, and the walls have now been condemned. I believe that nothing has yet been done in the way of reconstruction. The Gola Main School does not appear to have made much progress. The Deputy Commissioner agrees with the Head Master Gola, in thinking that the apathy of the Sub-Committee is owing to the inaction of the Central Committee. Mr. Harington further remarks :—

"A great deal might be done through the co-operation of the "Manager of the Encumbered and Trust Estates of the District. Seven "out of fifteen T'alúkas comprising 370 villages, are under direct manage-"ment. Whenever the Sarbarahkars are led to believe, that educational "progress will be regarded as a material element in the successful admi-"nistration of their respective charges, as well as increased rent-rolls, "reduced balances, jungle clearances, and agricultural improvements, a "powerful impulse will be given to the development of urban and rural "education in the District of Kheri.

On the general report the Commissioner remarks :—

"This report is on the whole not at all unsatisfactory. In many "points there has been considerable improvement over last year; and "though the teachers in some places complain loudly of the indifference "of the Committees, the repugnance of the people, the meanness of the "School buildings, the unhealthiness of the climate, and the like, I do "not regard these as unfavourable signs. They are indications of life, "and they show that some efforts, however feeble, are being made

"to struggle against the many difficulties with which education is sur-
"rounded in wild districts like Kheri."

The Faizabad Division. (i.) Faizabad.

9. The report of the Deputy Commissioner, Faizabad, was not received until the 18th June, when my report was finished. It calls for no remark.

(ii.) Gonda.

10. The report of the Deputy Commissioner Mr. Maconochie is full.

If regard be paid to the short time the schools have been established, and to the difficulties in the way of getting really qualified teachers, the number of boys who are enrolled is encouraging. By far the best primary school in the district is situated in a Mahomedan village. The average number of boys per school is 40. The highest attendance at any village school is eighty, the lowest is sixteen. The Deputy Commissioner would not establish more schools. He thinks that those schools that are established, should be provided with decent school houses. The remarks of the Deputy Commissioner on the several schools are favourable, save only in the case of Nawábganj. On that school he writes. "The school is undoubtedly unpopular, and the late Head Master "has been largely blamed for this. But at the same time the School "Committee have been extremely listless. When at Nawábganj "in March, I called a meeting of the Committee to discuss school mat-"ters, and though the members promised to do what they could towards "increasing the numbers of scholars, and inducing a more punctual "attendance, none of them appeared to enter heartily into the matter. "I will look closely into its working this year, and probably if the "Head Master exerts himself, the school may improve."

The Balrámpur aided High School is mentioned approvingly, and the Deputy Commissioner, thinks that the Mahárájah of Balrámpur should be relieved of the cost of the primary schools on his Estate. The Begamganj school is not considered to be in a very flourishing state, and the Deputy Commissioner proposes to call the attention of the School Committee to its condition.

The Commissioner is good enough to review the Deputy Commissioner's report. Colonel Reid agrees in the favourable opinion expressed regarding the High School, and the Middle Class Schools of Utraulá, Colonelganj and Paraspúr. He thinks the improvement of the Balrámpur aided "school to be creditable to the Head Master, and to the Mahárájah who "takes great interest in the success of the school."

On the Nawábganj school Colonel Reid remarks :—

"This is an Anglo-Vernacular Town School, in the most flourishing "grain market in the province, but the residents seem to take more "interest in money making than education, and the school never has been

"popular or in a satisfactory condition. The Officiating Deputy Com-
"missioner promises to look closely after the school during the current
"year." The Begamganj School will probably be moved with the Head
"Quarters of the Tahsíl.

On the subject of village schools the Commissioner remarks :—

"The Officiating Deputy Commissioner observes that though more
"funds will be available this year, it will not be advisable to increase the
"number of schools, as it will be preferable to establish the existing
"schools firmly by giving them decent school houses. I do not altogether
"concur in this view. We collect the Educational Cess from owners of
"certain estates, and we are bound to expend the sums so collected, as far
"as practicable, on educational measures from which the residents on these
"estates can benefit, and it appears to me to be indefensible in principal to
"appropriate the cess of one parganah to the construction of school houses
"in another. If it were simply a question of an advance, and each par-
"ganah was to get the advantage of the arrangement in its turn, the objec-
"tion might be disregarded, but this is evidently not what is contem-
"plated. The intention is that the parganahs more recently assessed
"should pay for school houses for those parganahs in which the
"revised assessments were first introduced and schools first established."
"The Officiating Deputy Commissioner, suggests that the Mahárájah
"of Balrámpur, should be relieved of the charge of ten primary schools
"which he now supports, village schools, I persume, being intended to
"take their place. I have always apprehended that land owners gener-
"ally, when the school Cess and Local Rates are levied from them, will
"reduce, or sometimes altogether withdraw their contributions towards
"education, but it is scarcely incumbent on us to take any measures to
"bring about this result."

School building, consolidation and extension will go hand in hand. Two skilled mistris have been sanctioned for Gonda. Doubtless the Deputy Inspector will be able to make greater progress this year than last year in school building. He has now acquired a little experience.

11. Captain Hewett, the Deputy Commissioner of Bharaich, is good enough to send a very complete report. After noticing the Bharaich Zil'a School, concerning which there is a full report under its proper heading, he proceeds to remark on the management of the aided schools. These remarks I give *in extenso* :— (iii.) Bharaich.

"I must say I consider the position of the Masters in these aided
"schools, a difficult one and it is only with great tact and judgment they can
"get on at all. If a man tries to be in the least independent, he must go to
"the wall. Although the Mahárájah of Kapurthala is himself a zealous pa-
"tron of schools, yet his inferior Officers, especially the Tahsíldárs and others,
"appear to like putting obstacles and difficulties in the way of a Master
"whom they dislike. They and the Head master of Boundi could not get

" on together, and in consequence he had to leave. I don't wish to excuse " his conduct, for there is no doubt he was wanting both in tact and " judgment, yet I do not think he was entirely to blame either, " and I certainly think it would be better for these sort of schools if " the Masters were made independent of the employees of a T'alukdár. " It appears that the Mahárájah's Agent, draws the monthly amount " given by Government for the support of the school from the Treasury " and adds the contribution of the Mahárájah to it, and then pays the " whole amount over to the Head master. This system must I think " cause great delay, and perhaps it would be found more convenient if " the Agent of the Mahárájah was asked to pay six months' contribution " in advance into the Government Treasury, and the Head master were " allowed to draw from thence, the whole monthly allowance on monthly " bills in the same way as the Head master of the Zil'a School does. " The agents and employees of T'alukdárs are not very precise men " generally, in the conduct of business and I dare say great delay " very often occurs before the school masters get their monthly pay. " I have not been long enough in this District yet, to form an opi- " nion, but I am rather inclined to believe that the Officers of the Mahá- " rájah of Kapúrthála, with the exception of the two head ones, Dewán " Banna Mal and Lala Khurram Rai, do not give that willing and " zealous support to the cause of education, which might be expected of " them. During the present year I shall endeavour to get the Committee " of both Akouna and Boundi to take a more active interest in their " Schools."

An excerpt from these remarks has been sent to the manager of the estates of the Mahárájah, whom I have asked to allow the Educational Department to have a voice in the internal management of the Schools. At present the masters are apt to play off the Educational Department against the Mahárájah's Officers, and the alleged orders of the Mahárájah's officers against the arrangements of the Educational Department. There should be perfect unison. Both should act together.

The Deputy Commissioner compliments the Rájah of Bhinga in being the only native gentleman in the Province, who supports a Middle Class School entirely from his own resources.

The Nawábganj Aliabád School is an aided School supported by Nawáb Nisár Alí Khán. There are 47 boys at this School, which is in a very backward part of the district. The Grant-in-Aid rules are so far infringed, that no fees are taken. I have addressed the Inspector on the subject, who says that if I press the matter of fees, the patron of the school will merely pay them out of his own pocket. The Nawáb is a well educated gentleman and is acquainted with English. The majority of the people in the neighbourhood are poor. The Commissioner is afraid that so far as the higher classes are concerned, the Bharaich Zil'a School is the most backward in the Province. He thinks the master's reasons for the decrease of pupils at the main school, namely the breaking up of the settlement, to be valid.

The Commissioner has himself written to the Rájáh of Nánpára regarding the ill success of the Town School and "has admonished the Tahsildár." Colonel Reid does not think that Akouna is a proper site for an Anglo-Vernacular School. The School has been reduced to the Vernacular primary grade. Two-thirds of its cost are now paid by the Mahárájah of Kapurthála. The Bhinga School was visited by Colonel Reid, and by the Chief Commissioner. The Commissioner, believes that the Rájáh really exerts himself in maintaining the efficiency of the School established and supported by himself. On School Committees the Commissioner records :—

"I regret to say that these Committees rarely evince a lively interest "in the promotion of education, and I hardly expect that we shall get "valuable assistance from them, till their members are men, who have "themselves been well educated, and who will appreciate the advantages "of education."

The Raí Bareli Division. (1) Rái Bareli

12. The Deputy Commissioner remarks favourably on the returns. He would have, as suggested by Colonel Steel, all the books used in schools to be the property of the State, and would not compel students to buy books. This is the method pursued in primary schools in the United States. But there, there are large local funds set aside for education in every town. Here our funds are limited and must be made to go as far as possible. Even under the present system, a very good scholar receives a prize always once a year, and sometimes oftener, supposing the school should be visited by the Director of Public Instruction or the Inspector, such scholars generally choose some one or other of the more expensive class books. Thus all boys do not necessarily have to buy all the books of their class. Some may hope to obtain one or two books as prizes. The books are very cheap. The dearest book used in a village school is only 8 annas. After a boy has used his book for a year or two, it is not usually in very good preservation, even when as now, the book is private property, and it is the direct interest of the owner to preserve it. If the book were State property, in spite of every care on the part of the teachers, the scholar would be apt to misuse his book. For indigent scholars, Committees might be encouraged to provide a book fund.

The Deputy Commissioner speaks favourably of the exertions of the Head Master of the High School, and of the Head Master of the Jais School. He also mentions with approval the work of the Deputy Inspector. The names of the private gentlemen who have interested themselves in the work of education appear in the last section of my report.

The Commissioner reviews the reports of the Head Master of the High School, and of the Deputy Commissioner. Mr. Carnegy considers that the Head Master of the High School has not sufficiently dwelt upon the proceedings of the Educational Committee. The Commissioner further thinks that all business and statements to be brought before the Local Committee should previous to the meeting be "methodically "arranged and abstracted in English and the Vernacular."

The Commissioner records that on his visits to the High and village schools during the year, he was satisfied with what passed under his observation. The season has been in every respect unfavourable, still there has been in the High School "notwithstanding missionary competition," improvement in every respect, and in the village schools except in fee collections, there has been progress under every head.

The Commissioner further observes, that it is remarkable, that notwithstanding the extension of village primary schools, the indigenous schools should have increased. The increase is, I believe, only apparent; more careful investigation has brought to light other indigenous schools not previously registered. Further the Commissioner thinks, that because Urdú is the language of the Courts, that is perhaps the reason why there is a greater desire to learn Urdú than Nagrí. The Commissioner also remarks :—

"I look with great satisfaction to the additions that the Local "Administration is making, to the Departmental Libraries. It is "obvious that these institutions are being appreciated, and undeniably "they must tend to the development of knowledge and the spread of "civilization. I should in time like to see a small Economic Museum "and Debating Club attached to each High school, and should be glad to "second the Director's efforts in that behalf. The Inspector of this "Circle has certified that good is already following the establishment of "such institutions at Faizabad.

"Comments on the Educational Staff will come better from the "Departmental Officers, but I may be permitted to say that Mr. Walsh's "efficiency secured him the appointment of Officiating Inspector of this "Circle, for some months during the year."

(5.) Sultanpur.

13. The Deputy Commissioner remarks that he can add but little to the reports from the various Educational Officers. The Sadr school he considers to be an excellent institution, and the pupils to be well taught. Generally speaking the people regard the schools with much more favour than previously. Mr. Bradford further thinks that a fair beginning has been made in the education of girls, and reports that the Tahsíldárs have been directed to pay more frequent visits to schools than they have hitherto done. The Commissioner is good enough to remark as follows :—

"The Deputy Commissioner's report is meagre and he has more "especially neglected the instruction to detail the operations of the "District and Sub-Committees, and to notice the names of those gentle-"men who have interested themselves in education, see Rules XVI and "XVII, of the Digest. If the Deputy Commissioner can now supply "any information on these points, he will be asked to do so, and at any "rate, his attention will be drawn to the Chief Commissioner's require-"ments in respect of these Committees, for future guidance; for it is "obvious from the annual reports of the Head master of the Zillah School, "and the Deputy Inspector of the District, that they have not been so "satisfactorily worked as is required.

"The reports to which I have just referred, I have perused with "much interest. They are scarcely as scholastic as one would wish to "see from those who are at the head of the Educational Department of "an important District, but they are full of practical and suggestive "remarks, and show a thorough mastery of all details connected with the "business in hand. The year has been a most unfavourable one for "education; for we had an unusually rainy season, with tremendous floods, "and cholera has scarcely been absent from the district throughout the "year. It is natural then, that though several schools have been "added, and many more names are on the school registers, the average "daily attendance should not proportionately have increased. In the "circumstances, it is something, to have added to the numbers at all, "and to have kept up the fees to the former standard. For a time, the "schools may be said to have been to a certain extent emptied by the prev-"alence of the scourge to which I have referred, and it was very good "of the Director, at that time, to suggest that the masters should be em-"ployed in distributing medicines. The services of this agency were "thankfully acknowledged by the Civil Surgeon, and myself, in the An-"nual Sanitary Report.

"In company with Mr. Bradford, who has much talent for conduct-"ing examinations, the senior boys of the Zil'a School were put through "their facings, on the occasion of my last visit to Sultánpur, when prizes "were also distributed; and so creditably did the lads acquit themselves, that "I was constrained to add to the number of prizes, one of the recipients "being of, I was glad to see, the cultivating order. In visiting several of "the village schools too, during my tour, I was pleased with what I saw, "and I marked my appreciation on several occasions, to the entire satis-"faction of the boys.

"Female education is no doubt a tree of slow growth, but there is no "question that it has fairly taken root in the Sultánpur District, and we "can afford to wait for the results.

"I will not trouble the Chief Commissioner and Director of Public "Instruction, by reiterating figures, knowing full well that these will "be more satisfactorily treated in the Departmental Reports."

14. Mr. Kavanagh has reported with zest and completeness. I omit those remarks that merely apply to the statistics. The Zil'a School Committee assembled four times, and individual members occasionally inspected the school. The Deputy Commissioner thinks such visits are useful, and desires the Committee to acquaint themselves with the masters and the progress of their pupils. The Tahsíl school of Bíhár the Deputy Commissioner does not think to be in good order. The Head Master has been removed, and his assistant fined. The school will probably be moved to Sangrámgarh, when the Bíhár Tahsíl is removed. (iii.) Pratábgarh.

On the Nawábganj aided school, the Deputy Commissioner remarks :—

"I examined this school, and left it better pleased than with any "school I have seen in the district. The cleanliness and neatness are

"gratifying on entering it, and the evident brightness of the boys, and "the popularity of the masters, and the presence and encouragement "given to them by good old Dost Muhammad, Tá'lukdár, make it a favorite "institution with all officers who visit it. The locality chosen for it is "good, and boys go to it from a distance."

The Deputy Commissioner is of opinion that girls' schools would improve, if more competent teachers could be procured. Mr. Kavanagh thinks that if a really competent Mistress could be procured, he might be able to open a good girls' school at Bela. This matter will at once receive attention.

The Deputy Commissioner speaks favourably of the Pattí Tahsíl School, and of the educational work of the Tahsíldárs Jay Narain and Mahmúd-ul-Haq. "The school buildings both at Pattí and Bihár have "been condemned. The village schools, excepting where the Masters "are worthless are making way with the people, and their withdrawal "would be seriously regretted. They should supply in time better "Patwárís and 'more intelligent Chaukídárs.' It is not too early to "advise landholders to look to their rural primary schools for their "village servants."

The Deputy Commissioner thinks that there was considerable progress in education during the year under review. Mr. Kavanagh would have greater attention paid to indigenous schools and considers their statistics should be more accurately ascertained. He would obtain information by the Police "through Chaukídárs at monthly inspections." There are now so many intelligent village school Masters scattered over the district, that they might collect reliable information.

The Deputy Commissioner speaks very unfavourably of the Bihár School Committee; regarding the village Sub-Committees he quotes the remarks of the Deputy Inspector. To become a member of a village School Committee is to receive promotion in society. There is a growing disposition on the part of village School Committees to regard their office as one of importance. The remarks of the Deputy Commissioner regarding the efforts of native gentlemen I give verbatim :—

"Bábús Ajít Singh and Mahesh Bakhsh Singh and Rai Madho "Prashad Singh, have again earned praise for the interest shown by "them in the promotion of education, but I think they might do more "to encourage the schools on their own estates by personal inspection of "them oftener. Bábú Mahesh Bakhsh Singh was educated in the zila "School and has reason to be thankful for it. Dost Muhammad, T'alukdár, "has been of use to the boys and girls' schools at Nawábganj, and "although aged, has attended the District Committees at Bela. Dr. "Hart, Civil Surgeon, visited a few of the village schools in the winter, "and examined them. I cannot pretend that I did any thing particular "myself. I have had too many removals for some years to be able to "make any impression on education, or on anything else."

The Commissioner reviews the report which he considers to be full. Mr. Carnegy appears to think that there has been reasonable progress.

15. The pay and inspection work of controlling officers may be shown as follows :— Controlling Officers, their pay and inspection work.

Number of Officers.	Pay.		Number of inspections in 1870-71.	Number of inspections in 1871-72.	Remarks
	Rs.	Rs.			
Director of Public Instruction, ... 1	1,000 to	1,250	175	137	* The Deputy Inspectors, Kheri and Gonda draw only Rs. 50 and 60 respectively, out of 80 Rs. per mensem the sanctioned pay of each. They were sanctioned during the year.
Inspector of Schools, Eastern Circle, ... 1	750 to	1,000	119	179	
Ditto Western Circle, 1	500 to	750	255	265	
Deputy Inspectors, ... 12*	80 to	150 each,	2,691	3,510	

There are six appointments of Rs. 250 a month or more; four of these appointments are held by Europeans; one of whom, whose parents were domiciled in India, was born in this country. Two of the appointments are held by Hindús. There are 11 appointments, the stipends attached to which vary from 100 to 250 Rs. Two of these appointments are held by gentlemen of European descent and 8 by Hindús. There is no Mahomedan gentleman, I regret to say, holding in the Educational Department of Oudh an appointment so well paid, and there is but one Native Christian holding an office of such pay. All the lower appointments are held by natives of this country. There are in fact 1335 appointments in the Educational Department whose stipends vary from Rs. 6 to Rs. 1250. Only 7 of these appointments are held by European, or by persons of European descent. The 6 higher appointments are divided equally between Europeans and natives of India, if we include in the latter term the children of Europeans domiciled in India.

16. The pay and work of the Deputy Inspectors may be exhibited in detail. The pay and work of Deputy Inspectors of Schools.

Name.	District.	Grade.	Salary.	Village schools in the District.	Number of inspections made during the year.	Remarks.
			Rs.			
Pundit Sheo Narain,	Lucknow, ...	1st.	150	(a) 38	356	(a) Exclusive of 14 Branches.
Múnshí, Amin-ud-din, ...	Unáo, ...	2nd.	125	62	308	
Babu Keshab Chandra Deb, ...	Sítápur, ...	2nd.	125	(b) 74	394	(b) Exclusive of 33 Branches.
Múnshí Muhammad Hosein, ...	Pratábgarh, ...	2nd.	125	61	259	
Ditto Hanoman Prashad, ...	Bára Banki, ...	3rd.	100	90	400	
Ditto Imdad Hosein, ..	Hardui, ...	4th.	80	83	413	
Ditto Bishambhar Dayal, ...	Faizabad, ..	4th.	80	(c) 68	216	(c) Exclusive of 13 Branches.
Ditto Imdad Hosein, ...	Sultánpur, ...	4th.	80	69	304	
Ditto Jugal Kishore, ...	Rai Bareli, ...	4th.	80	70	296	
Pandit Sheo Narain Tiwari, ...	Bharaich, ...	4th.	80	(d) 46	300	(d) Exclusive of 13 Branches.
Babu Mohendro Nath Dutt, ...	Gonda, ...	4th.	* 80	35	117	* Rs. 60 per mensem only are drawn out of Rs. 80 the sanctioned amount.
Pandit Kesho Prashad Tiwari, ...	Kheri, ...	4th.	† 80	51	147	† Rs. 50, per mensem do., do.
Total, ...	...	...	...	(e) 747	3,510	(e) Exclusive of 73 Branches.

The Deputy Inspector of Hardui again heads the list. He is one of the best inspecting officers I have.

Educational apparatus and results exhibited.

1. Oudh.
2. Madras.
3. Bombay and Sind.
4. British Burma.
5. Mysore.
6. Panjáb.
7. Central Provinces.
8. N. W. Provinces.
9. Bengal.
10. Berar.

Feudatory states Jaipúr, Bhartpúr, Bikanír.

17. During the year 1870-71, a large collection of Educational works, appliances, and specimens shewing the results of teaching, were sent to England for exhibition. 420 groups of specimens were so sent. I did not mention the subject in my last annual review, as the report on the Indian Department of the London International Exhibition for 1871, had not reached me. It has now arrived. It is written by Doctor George Smith, and was forwarded to me by Doctor Forbes Watson, Director of the Indian Department. The specimens seem to have been approved, and the Provinces of India are thus grouped according to the completeness of the collections sent.

SECTION II A.—FINANCIAL STATISTICS.

The Educational Department made over to the Provincial Administration.

18. This is the first year that the Educational Department has been entirely administered by the Chief Commissioner. In December 1870, that and 7 other Departments were made over to the Local Administration with a fixed Imperial assignment for their support. This Imperial assignment was insufficient to maintain the then existing expenditure in all Departments. The Secretary to the Chief Commissioner estimated the deficit at Rs. 1,55,750. Reduction seemed imminent, but the T'alukdárs agreed to additional taxation, and a new Local Rate was levied under Act XVII of 1871. The proceeds of this Local Rate were for 1870-71, about Rs. 3,62,070.

No reductions were made in the Educational Budget proposals for the year under review, and a sum of Rs. 2,815 or about $\frac{3}{4}$ per cent. of the total receipts from the New Local Rate were given to support schools. The promotion of education was one of the objects on which the New Local Rate might be spent. In the Budget for the current year Rs. 11,000 are entered as the Local Rate contribution. Of this sum Rs. 5,300 are for buildings and Rs. 5,700 for instruction.

The total sum spent on Education.

19. The total sum spent on Education in 1871-72 may be thus shown. :—

Heads of charges.	Total expenditure in 1871-72.				Percentage.
	Rs.	As.	P.		
Direction and its subsidiary charges, ...	26,448	11	3		5·3
Inspection and its subsidiary charges, ...	51,434	3	4		10·4
Instruction (including all Educational expenditure not coming under the above heads and disbursed by the Department, and by the Managers of Aided Schools,)	3,96,320	11	1		84·3
Do., do., Indigenous Schools not disbursed by the Department, ...	20,418	9	0		
Total, ...	4,94,622	2	8		100

Details of expenditure.

Of this amount Rs. 4,15,635-14-7 were directly administered by the Educational Department. The detailed expenditure was as follows :—

Heads of Charges		Expenditure from Provincial Funds omitting the Rural Cess and the special Grants from the New Local Rate &c., &c.	Expenditure from the Educational Rural Cess Fund.	Expenditure from the New Local Rate Fund.	Expenditure from the Municipal Fund.	Expenditure from other sources.	Total Expenditure.	Annual cost of educating each pupil. Total cost.			Annual cost of educating each pupil. Cost to Provincial Funds being proceeds of taxation, omitting Rural Cess collections.		
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	A.	P.	Rs.	A.	P.
Direction, ...	1870-71.	18928	292	...	...	...	19220	...			...		
	1871-72	26286	163	...	...	...	26449	...			...		
Inspection,...	1870-71	40749	4000	...	...	...	44749	...			...		
	1871-72.	46418	5016	...	...	...	51434	...			...		
High and Zilá Schools,	1870-71.	54147	716	...	1173	9448	65484	25	14	3	21	6	6
	1871-72	54515	122	...	2429	9385	66451	23	4	0	19	1	3
Anglo-Vernacular Town Schools, ..	1870-71.	19333	1006		...	4967	25306	12	1	2	9	3	7
	1871-72.	19728	2092	315	...	5534	27669	9	5	2	6	10	4
Vernacular Town Schools, ...	1870-71.	9878	2282	..	895	2340	15395	5	11	0	3	10	4
	1871-72.	10668	3387	445	1430	2204	18134	5	10	9	3	5	5
Village Schools, ...	1870-71.	...	64890	...	...	5653	70543	3	4	7	...		
	1871-72.	...	79477	...	...	6186	85663	3	2	8	...		
Government Female Schools,...	1870-71.	4919	1819	...	...	121	6859	5	4	10	3	12	10
	1871-72	5978	2407	...	...	192	8577	5	3	3	3	10	0
Jail Schools, ...	1870-71.	...	...	...	...	383	383	4	7	3	...		
	1871-72.	..	...	...	...	360	360	4	14	9	...		
Normal Schools, ...	1870-71.	6000	9820	...	...	55	15875	113	6	3	42	13	8
	1871-72.	6180	10201	...	...	108	16489	96	15	10	36	5	8
Private Colleges, ..	1870-71.	27173	...	...	...	35200	62373	92	8	8	40	5	1
	1871-72.	27992	...	...	...	31171	59163	80	0	11	37	14	1
Higher Private Schools, ...	1870-71.	...	...	...	...	...	...	...			...		
	1871-72.	1634	...	...	...	2317	3951	22	7	3	9	4	7
Middle Private Schools,	1870-71.	16499	120	...	...	18877	35496	11	14	5	7	11	2
	1871-72.	15939	874	834	134	18859	36640	10	2	0	4	6	9
Lower Private Schools	1870-71.	4327	513	...	...	7098	11938	5	13	3	2	1	9
	1871-72.	b* 839	593	...	...	2439	b*3871	3	5	9	0	11	8
Private Female Schools,	1870-71.	5308	...	...	...	12220	17528	44	0	7	13	5	4
	1871-72	5651	...	...	...	15481	21132	52	13	4	14	2	0
Indigenous Schools,	1870-71.	...	...	...	...	11434	11434	4	4	4	...		
	1871-72.	...	...	...	...	20419	20419	5	9	11	...		
Prizes, ...	1870-71.	923	912	...	...	...	1835	...			...		
	1871-72.	2000	2150	...	...	...	4150	...			...		
Miscellaneous (Buildings, Repairs &c. &c.	1870-71.	1515	16909	.	305	4252	22981	...			...		
	1871-72.	1402	17468	1000	...	2119	21989	...			...		
Institutions of Science and Art, ...	1870-71.	6234	4015	...	...	...	10249	...			...		
	1871-72.	8740	11870	221	...	...	20831	...			...		
Encouragement of Vernacular Literature,	1870-71	...	...	...	...	...	...	...			...		
	1871-72	1250	...	...	...	...	1250	...			...		
Total, ... Omitting Indigenous Schools, ...	1870-71.	215933	107294	...	2373	100614	426214	...			...		
	1871-72.	235220	135820	*(a) 2815	3993	96355	474203	...			...		
Increase, ...		19287	28526	2815	1620	...	47989	...			...		
Decrease, ...		...	...	...	...	4259	...	...			...		
Total, .. Including Indigenous Schools, ...	1870-71.	215933	107291	...	2373	112048	437648	...			...		
	1871-72.	235220	135820	2815	3993	116774	494622	...			...		
Increase, ...		19287	28526	2815	1620	4726	56974	...			...		
Decrease, ...		...	...	...	...	...	...	...			...		

* (a) This item excludes—Rs. 172-8-0, drawn from the Sítápur Treasury for the improvement of Branch Primary Schools, Anglo-Vernacular and Vernacular Town Schools, Government and Aided, in Zilá Sítápur, about the close of the year 1871-72. The amount in question though drawn from the Treasury has not been spent in consequence of alterations in the New Local Rate Budget, and is in deposit with the Head Master and Deputy Inspector, Sítápur.

* (b) There has been no real decrease under this head. The Statistics of these Schools have now been properly grouped. In the previous year many of the so called Lower Class Private Schools were using the Town Vernacular School Curriculum, and so should have appeared amongst Middle Class Private Schools. They are now so shewn. The Middle Class Private School expenditure shows no great increase, because the most expensive of all the Schools, that of Balrámpur, having worked up to the University Entrance Standard, has been transferred to the High School grade.

Omitting the Indigenous School returns it will be seen that the expenditure has increased by Rs. 47,989, that schools under recognized management have increased by 182, and scholars have increased by 12,144. Thus whilst the expenditure has increased by 11 per cent. recognized schools have increased by 23 per cent., and scholars by 30 per cent.

20. The accompanying statement will show under what heads there has been increased or decreased expenditure.

Detailed comparative statement showing variation of expenditure.

No.	Heads of charges.	Expenditure in 1870-71.	Expenditure in 1871-72.	Remarks.
		Rs.	Rs.	
1	Provincial Funds omitting the Rural Cess and the special grants from the New Local Rate &c., &c.,	2,15,933	2,35,220	
2	The Rural Cess, ...	1,07,294	1,35,820	
3	The New Local Rate, ...	...	2,815	
4	Fees in Government Schools, ...	15,655	17,227	
5	Fees in Aided Schools, ...	11,611	* 10,875	* This does not include Rs 12,606 from Indigenous Schools
6	General Subscriptions, ...	64,617	† 56,586	† Rs. 5,399 were also received from Indigenous Schools in addition to this sum
7	Municipal Subscriptions, ...	2,373	3,993	‡ This does not include Rs 2,414 from Indigenous Schools.
8	Other sources.	8,731	‡ 11,667	
	Total.	4,26,214	4,74,203	

Under the Head, "Direction," there has been an increase. In 1870-71 the sum spent, was but Rs. 19,220, whereas in 1871-72 it was Rs. 26,449. The increase thus amounted to Rs. 7,229. This increase is owing to the fact that the salary of the Director of Public Instruction was only charged for 9 months in 1870-71, to the additional charge of official postage, to the effect of the grading scheme, to the re-organisation of the office establishment of the Director of Public Instruction, and to the circumstance that a portion of the pay of the Director of Public Instruction for 1870-71, was not brought to account until 1871-72.

Increased charge under the Head, "Direction."

Under the Head, "Inspection," there has also been some increase amounting to Rs. 6,685. This increase is owing to the grading scheme, the appointment of two Deputy Inspectors to Gonda and Kheri, and to the charge for postage.

Increased charge under the Head "Inspection."

The increase under the Head, "Instruction" does not seem to call for any remark, as it is abundantly justified by the improved state of the schools, and the great stride made in primary education during the year. It was within Budget limits. The whole of the increase under zil'a schools is for primary branches.

Increased charge under the Head "Instruction."

21. The decrease in subscription receipts, paid into the Local Treasuries, requires explanation. The decrease may be thus apportioned amongst the several districts :—

Decrease in subscription receipts exclusive of subscriptions for Canning College.

District.	Collections in. 1870-71.	1871-72.
	Rs.	Rs.
Lucknow, ...	970	538
Bára Banki, ...	1,556	1,340
Unáo, ...	569	490
Sítápur, ...	2,781	3,217
Hardui, ...	1,746	790
Kheri, ...	2,124	1,531
Faizabad, ...	2,675	1,983
Gonda, ...	3,765	3,399
Bharaich, ...	2,215	2,325
Rái Barelí	...	...
Sultánpur, ...	199	234
Pratábgarh, ...	475	406
Total, ...	19,075	16,253

The total decrease has been Rs. 2,822. Nearly the whole of the decrease occurred in Lucknow, Hardui, Faizabad and Kheri. In the two former districts the T'alukdárs ceased to subscribe under the impression that their subscriptions could be defrayed from the New Local Rate, to which they had voluntarily assented, and a portion of which, it was provided in the Act under which it was levied, should be spent on education. In Kheri the decrease was owing to the progress of the Settlement and the consequent levy of the one per cent. Rural Educational Cess. The detailed statement of subscriptions may be thus given.

District.	Receipts. Balance on 1st April 1871.	Subscriptions collected in 1871-72.	Government Grants in Aid carried to credit of fund in the year.	Other receipts.	Total.	Expenditure. On account of zil's and Tahsili Schools.	On account of Aided and Private Schools.	Buildings and miscellaneous charges.	Total.	Balance on 31st March 1872.	Remarks.
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. D. B.	
Lucknow, ...	22	538	...	...	560	327	...	243	570	10	
Bára Banki, ...	765	1,340	1,448	...	3,553	1,215	2,020	259	3,494	59	
Unáo, ...	41	490	...	...	531	528	...	...	528	3	
Sítápur, ...	3,741	3,217	2,035	69	9,062	300	4,070	371	4,741	4,321	
Hardui, ...	637	790	1,244	224	2,895	...	2,288	367	2,655	240	
Kheri, ...	202	1,531	.	25	1,758	649	825	61	1,535	223	
Faizabad, ...	4,332	1,983	1,135	...	7,450	734	2,108	...	2,842	4,608	
	D. B.										
Gonda, ...	348	3,399	444	276	3,765	964	1,568	357	2,889	876	
Bharaich, ...	...	2,325	1,141	...	3,466	...	3,241	225	3,466	...	
Rái Barelí, ...	1,289	...	...	...	1,289	390	...	...	390	899	
Sultánpur, ...	352	234	...	...	586	...	...	186	186	400	
Pratábgarh. ...	5,636	406	...	...	6,042	240	...	50	290	5,752	
Total. ...	16,669	(a) (b) 16,253	7,447	588	40,957	5 347	16,120	2,119	23,586	17,371	

(a.) Excludes subscriptions to Canning College Rs. 32,574.
Ditto. ditto. to Balrámpur School Rs. 2,723.
Ditto. ditto. to Muhmúdabád School Rs. 1,050.
Total. ... 36,347

(b.) This only includes the subscriptions that pass through the hands of Deputy Commissioners, and therefore cannot be compared with the entry in para 20.—That entry includes all subscriptions excluding those for Indigeneous Schools.

Slight increase in the sum of subscriptions.

22. It will be seen that the total subscriptions, exclusive of all sums paid by Missionary bodies, was Rs. 52,600

In 1870-71 the total subscriptions amounted to Rupees 52,107. Thus the total subscription receipts show an increase. The increase under Canning College receipts is owing to the revised Settlement.

23. The fee collection statement continues to be favourable. It is as follows :— Fee receipts.

Year.	Fees collected.	Increase on preceding year	Remarks.
	Rupees.	Rupees	
1865-66, ...	10,804	...	
1866-67,... ...	12 147*	1,643	* Calculated for 12 months.
1867-68, ...	17,294	4,817	
1868-69, ...	21,569	4,275	
1869-70,..	24,429	2,860	† Government and Aided Schools, Rs. 27,266, Indigenous Schools, 7,959
1870-71, ...	35,225†	10,796	
1871-72, ...	40,708‡	5,483	‡ Government and Aided Schools, 28,102, Indigenous Schools 12,606.

The increase apparently is not so large during the year under review as in the preceding year, simply because the Indigenous Schools were during that year for the first time included in our Statement. In reality the increase in fee receipts is greater for 1871-72 than it was for 1870-71.

24. Besides this expenditure there was an expenditure from the Public Works Department of Rs. 21,297-15-9, for new School buildings and repairs. Expenditure on School buildings debitable to Provincial Educational Funds, omitting the Rural Cess Fund.

The building statement is given below :—

Statement showing the expenditure of public money during the year 1871-72, *on Educational buildings.*

Expenditure from Department Public Works Budget.	Amount.			Expenditure from Educational Budget.	Amount.		
	Rs.	As.	Ps		Rs.	As.	Ps.
(a.) Repairs, ...	7,021	8	8	(d.) Repairs to Government buildings, ..	1,128	9	10
(b.) Minor Works (up to Rs. 2,500 each,) ..	4,156	1	6	(e.) Minor Government buildings, ...	125	0	0
(c.) Larger Works (above Rs. 2,500 each,)	10,120	5	7	(f.) Minor Grants-in-Aid (Rs. 1,000 and under,) ..	148	9	8
				(g) Larger Grants (above Rs. 1,000) ..	0	0	0
Total from P. W. D. Budget. ..	21,297	15	9	Total from Educational Budget. ..	1,402	3	6

The entire sum expended by the Educational Department is shown in the detailed expenditure given in para 19.

25. I may remark that the cost to the Provincial Funds of educating each pupil has very largely decreased in all descriptions of Schools save in Private Female Schools. In these Schools the cost has slightly increased owing to the additional aid given to the Zenana Mission Agency. The cost of educating each pupil has decreased.

26. I may state here once for all, that the distinction required by the annual returns of cost to Government and total cost of educating each pupil seems now to be out of place. The tables should now show only cost to Provincial Funds other than Fee and Subscription Funds, and total cost. The annual return headings require amendment.

27. The Cess Expenditure may be thus shown :— Rural Cess Expenditure.

District.	Receipts					Expenditure.						Balance on 31st March 1872.	Remarks. * The following are the details of the entries under the Head, Buildings.		
	Balance on 1st April 1871.	Collections of Cess during the year 1871-72.	Receipts from sale of books.	Other receipts.	Total.	For the Normal School.	Salaries.	Buildings.*	Contingencies.	Scholarships.	Total.		Rent.	Repairs.	New buildings
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	D. B. Rs	Rs.	Rs.	Rs.
Lucknow, ...	1,643	6,792	483	823	9,741	650	6,560	1,428	1,449	100	10,187	446	100	548	780
Bára Bankí, ...	7,586	1,6048	333	..	23,967	1,500	9,967	3,009	1,953	53	16,482	7,485	134	600	2,275
Unáo, ...	2,952	13,678	856	64	17,550	1,100	9,911	2,420	1,800	58	15,289	2,261	300	2,120	...
Sítápnr,...	2,564	12,289	683	189	15,725	1,020	7,448	1,175	2,296	90	12,029	3,696	71	400	704
Hardui, ...	4,843	14,743	1,116	98	20,800	1,300	11,423	1,243	2,295	108	16,369	4,431	110	484	649
Kheri, ...	2,067	6,066	128	69	8,330	500	3,391	687	1,391	36	6,005	2,325	1	311	375
Faizabad, ...	2,753	12,033	982	307	16,075	1,000	7,581	1,613	1,914	208	12,316	3,759	63	300	1,250
Gonda, ...	438	3,755	249	...	4,442	400	873	442	694	...	2,409	2,033	13	12	417
Bharaich, ...	6,813	10,010	621	9	17,453	600	5,318	1,955	1,660	29	9,562	7,891	40	200	1,715
Rái Barelí, ...	6,711	12,647	402	...	19,760	1,040	8,368	2,274	1,718	301	13,701	6,059	224	392	1,658
Sultánpur,...	3,252	12,397	447	...	16,096	960	7,158	1,606	1,242	192	11,158	4,938	95	75	1,436
Pratábgarh, ...	7,610	9,706	410	20	17,746	1,000	6,693	818	1,601	20	10,313	7,433	52	72	694
Total, ...	* 49,232	1,30,164	6,710	1,579	1,87,685	11,070	84,691	1,8670	20,013	1,376	1,35,820	51,865	1,203	5,514	11,953

* This entry differs from that shewn in the last Annual Educational Report by Rs. 823, in consequence of the same amount having been transferred from the Bára Bankí balance to the Lucknow Rural Cess Fund. The transference was made owing to a rectification of boundaries, when certain school buildings erected from the Lucknow Rural Cess were made over to BáraBankí.

In Bára Banki and Hardui the balances were considerable. But the actual receipts were all expended. In Gonda, Bharaich and Sultánpur a sum less than the receipts was expended owing principally to the difficulty of providing good school-masters for the numerous new schools that were opened, and to the continual rains that prevented the commencement of building operations until late in the season. The Rural Cess Budget balance was estimated at Rs. 31,199. The actual balance is Rs. 51,865. There is thus an additional unexpended sum of Rs. 20,666. Under buildings there was a saving of Rs. 2,107, under scholarships a saving of Rs. 2,379, and under salaries a saving of Rs. 13,777. The savings under the last head occurred in all districts save those of Hardui, Unáo and Lucknow. There was apparently a trifling excess expenditure in Lucknow. But this trifling excess was occasioned by the transfer of a small sum to another fund to clear off an unadjusted item, to the fact that the Cess collections were less then the estimated receipts, and to the pay of the Local Fund clerk for which provision was not made in the Budget and which in future years will not, under orders of the Accountant General, be debited to the Educational Cess, but will be borne on the General Local Funds accounts.

The Scholarship Examination did not take place until November Hence the savings under the head, Scholarships.

SECTION II. B.—General Statistics.

28. The prescribed statement is given below :— Table of General Statistics, with remarks.

Heads.		Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year	Average attendance during the year.	Remarks.
Zil'a Schools, ...	1870-71,	11	2,626	2,529	2,139	
	1871-72,	11	3,096	2,858	2,455	
Anglo-Vernacular Town Schools, ...	1870-71,	18	2,214	2,090	1,678	
	1871-72,	19	3,180	2,968	2,403	
Vernacular Town Schools, ...	1870-71,	33	2,709	2,706	2 061	
	1871-72,	33	3,454	3,213	2,525	
Village Schools, ...	1870-71,	575	23,270	21,445	16,562	
	1871-72,	747	31,525	27,076	21,046	
Government Female Schools,	1870-71,	69	3,969	1,293	1,056	
	1871-72,	81*	1,908	1,649	1,307	*Excludes 7 Schools abolished during the year.
Jail Schools, ...	1870-71,	2	118	86	85	
	1871-72,	2	66	73	64	
Normal Schools, ...	1870-71,	2	141	140	126	
	1871-72,	5	187	170	162	
Private Colleges, ...	1870-71,	1	730	674	562	
	1871-72,	1	720	739	623	
Private Schools of the higher Class, ...	1870-71,	0	0	0	0	
	1871-72,	1	200	176	140	
Middle Private Schools, ...	1870-71,	22	2,124	2,142	1,610	
	1871-72,	36	3,983	3,619	2,751	
Lower do. do., ...	1870-71,	42	2,160	2,047	1,584	
	1871-72,	24	1,222	1,151	876	
Private Female Schools, ...	1870-71,	16	387	398	310	
	1871-72,	13	451	400	312	
Indigenous Schools, ...	1870-71,	507	4,257	2,912	2,699	
	1871-72,	568	4,604	3,632	2 940	
Total, Omitting Indigenous Schools,	1870-71,	791	37,848	35,556	27,773	
	1871-72,	973†	49 992	44,092	34 664	†Vide remarks above
Increase, ...		182	12 144	8,536	6,891	
Total, Including Indigenous Schools,	1870-71,	1,298	42,105	38,468	30,472	
	1871-72,	1,541‡	54,596	47,724	37,604	‡Vide remarks above.
Increase, ...		243	12,491	9,256	7,132	

Increase of Schools and Scholars.

Disregarding both the Indigenous and Jail schools, we find that the number of schools has increased from 789 to 971, the pupils from 37,730 to 49,926, and the average attendance from 27,688 to 34,600. The schools have increased by 22 per cent., the scholars by 32 per cent., and the average attendance by 25 per cent.

If Jail and Indigenous schools are included, then the number of schools has increased from 1,298 to 1,541, the scholars from 42,105 to 54,596, and the average attendance from 30,472 to 37,604. The increase is very considerable. It has occurred almost entirely in Government and Aided schools under recognized management. Indigenous schools shew but an increase of 347 scholars, and this increase is due rather to the increased number of Indigenous schools registered, than to any increase in known schools. If Government schools be alone considered, then the schools have increased by 188, and the pupils by 10,969.

Professions of parents and Guardians of pupils.

29. The statement of professions is as follows. :—

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		Talukdárs.	Zamindars including Lambardars, Patidárs and Thekedars &c.	Patwáris and Qanungoes.	Cultivators.	Total.	Government servants.	Private servants.	Total.	Professional men, such as Pandits, Maulavis, Hakims, Writers, &c. &c.	Trading class, including Bankers, Merchants, Shopkeepers &c &c.	Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c. &c.	Others.	Grand Total.
Pupils (omitting Indigenous schools)	1870-71,	94	5,918	2,144	10,646	18,802	2,324	4,172	6,496	2,407	5,575	2,835	1,733	37,848
	1871-72,	114	8,165	2,621	14,821	25,721	2,835	4,608	7,443	3,065	6,758	4,315	2,690	49,992
Pupils (including Indigenous schools.)	1870-71,	112	6,381	2,354	11,503	20,350	2,485	4,489	6,974	2,686	6,384	3,070	2,632	42,105
	1871-72,	127	8,655	2,863	15,380	27,025	3,157	5,069	8,226	3,360	7,568	4,640	3,777	54,596

The increase is general, but the cultivating classes and artizans, weavers, and other skilled craftsmen seem principally to have availed themselves of the instruction offered. The trading classes even show an increase, but they are still but poorly represented.

The caste and religion of pupils.

30. The caste and religion of pupils may be thus exhibited.

1		2	3	4	5	6	7	8	9	10	11
		Hindús.									
		Christians	Brahmans	Chatteries.	Baís and Kayaths.	Sudras.	Total Hindús.	Mahomedans.	Others.	Grand Total.	Remarks.
Pupils omitting (Indigenous schools.)	1870-71	218	9,746	4,891	8,236	5,560	28,433	9,124	73	37,848	
	1871-72	238	12,503	6,608	10,123	7,999	37,233	12,436	85	49,992	
Pupils (including Indigenous schools)	1870-71	218	1,0139	5,192	9,351	6,561	31,251	10.563	73	42,105	
	1871-72	238	13,143	6,871	11,236	9,165	40,355	13.918	85	54,596	

Mahomedans in Oudh avail themselves more largely than Hindús of the means of instruction.

Thus whilst Hindús number 40,355, Mahomedans number 13,918. Therefore the Mahomedan scholars form more than one-fourth of the entire number of pupils. Yet barely 10 per cent. of the population of Oudh are Mahomedans. In proportion to the population, then, the

Mahomedans attending Government and other schools are twice as numerous as the Hindús. I had a Directory prepared about two years ago, shewing the names and acquirements of all Educational Officers in Oudh, in receipt of more than Rs. 6 a month. There were then 917 such employees, of whom 259 were Mahomedans. There are now 1335 Educational Officers drawing more than Rs. 6 monthly. A considerable number probably more than one-fourth are Mahomedans. But I have no exact returns. Regarding the whole question of Mahomedan education, I do not know that I can say more than in the letter I had the honor to address to you on the subject in September 1871. That letter is given in the Appendix. The number of pupils under instruction in Government and Aided schools has increased so much, that it has even affected the percentage. Last year but 2 per cent. of the entire child population of a school-going age, that is between the years of 6 and 14 were under instruction. Now there are 2½ per cent. The work that remains to be done is enormous. Even if we include the Indigenous School Statistics, we still only have about 3 per cent. of the school-going population under instruction. But these figures are hardly reliable. For girls between 6 and 14 are not really in this country of a school-going age. I should say that only girls between 6 and 10 could go to school, even if the education of girls were more general than it is. If we omit all girls from our returns, possibly 5 per cent. of boys of a school-going age are under instruction. Or out of every 100 boys 95 are growing up in ignorance.

SECTION III.—Universities and Government Colleges.

31. The University of Calcutta will test Middle Class Vernacular Education. The first examination will take place in November 1873. The questions will be prepared in Calcutta. But the examinations will be conducted and papers valued by Provincial Examiners. Each candidate is to pay a fee of Rs. 3. Eighty per cent. of the Provincial receipts will be given as fees to the Provincial Examiners, and 20 per cent. will be made over to the University Chest.

University Middle Class Vernacular examination.

32. There is still no Government College in Oudh. The report on Canning College will be found in Section 6 A. and the Principal's report is in appendix D. of this report. Our High Schools met with fair success at the Matriculation Examination, though the results are not so good as I anticipated. As remarked by the Vice Chancellor in his annual address, the Standard for Matriculation was probably raised, as the proportion of failures to success was much greater at the last examination than at the previous examination. In 1870 the percentage of failure was but 43 per cent., in 1871 it was 60 per cent. of all the candidates submitted by all the Provinces.

There is no Government College in Oudh.

Remarks on the Matriculation Examination of the Calcutta University.

33. The comparative results for Oudh are shewn for the past 6 years.

Results of the Calcutta University Examinations in Oudh.

Year.	Entrance Examination		First Arts' Examination.		Bachelor of Arts' Examination.		Master of Arts' Examination.	
	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.
1866	23	6	.	..	..	..	..	..
1867	17	15	.	..	..	..	..	..
1868	38	31	3	3	..	..	..	..
1869	32	20	3	2	..	..	..	..
1870	*57	*40	10	6	2	1	..	..
1871	†78	†33	14	5	2	2	1	1

* Includes four students from La Martiniere College. † Includes five students from La Martiniere College.

The Government High Schools in Oudh, passed 19 candidates for matriculation or one more than last year. The decrease in the number of candidates who successfully matriculated is owing to the failure of very many of the Canning College scholars. The Principal in his report fully discusses their failure.

The Oudh Results compared with the results in other Provinces.

34. The comparative results of High Schools and College education as tested by the University are thus shown :—

		Entrance.		First Arts.		Bachelor of Arts.		M. A.	
		Went up.	Passed.	Went up	Passed.	Went up.	Passed.	Went up.	Passed.
N. W. P.	1870-71 ..	153	105	38	24	5	4	0	0
	1871-72 ..	179	95	31	18	1	0	1	0
Panjáb.	1870-71 ..	71	50	20	15	4	1	0	0
	1871-72 ..	81	33	21	4	8	3	2	2
Oudh.	1870-71 ..	57	40	10	6	2	1	0	0
	1871-72 ..	78	33	14	5	2	2	1	1

Results for each High School and College

35. The success or failure of the several High Schools and Colleges is thus shewn :—

Names of Institutions.	Entrance Examination, 1871.									First Examination in Arts 1871.										B. A. Examination 1872.			M. A. Examination.	
		Passed in the			Failed in						Passed in the			Failed in							Passed in the			Passed in the
	Number of candidates.	First Division.	Second Division.	Third Division.	English.	Second Language.	History & Geography.	Mathematics.	Absent.	Number of candidates.	First Division.	Second Division.	Third Division.	English.	Second Language.	History.	Mathematics.	Philosophy.	Absent.	Number of candidates.	First Division.	Second Division.	Number of candidates.	First Division.
Govt. Institutions.																								
Bára Banki Zil'a School,	6	...	...	1	4	...	5	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unáo, ditto, ...	5	...	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sítápur, ditto, ...	3	...	...	...	2	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hardui, ditto, ...	7	2	2	...	2	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lakhimpur, ditto, ...	4	1	2	...	...	...	...	1	..	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Faizabad, ditto, ...	14	1	3	1	6	...	7	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rái Barelí, ditto, ...	3	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sultánpur, ditto, ...	3	...	1	...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gonda, ditto, ...	4	...	...	...	2	2	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, ...	49	4	11	4	20	3	19	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private Institutions.																								
Canning College, ...	22	3	3	1	10	3	11	8	...	14	...	3	2	8	5	3	4	4	1	2	1	1	1	1
La Martiniere ditto, ...	5	2	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Balrámpur School, ...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, ...	29	6	6	2	10	3	11	8	...	14	...	3	2	8	5	3	4	4	1	2	1	1	1	1
Grand Total, ...	78	10	17	6	30	6	30	28	...	14	...	3	2	8	5	3	4	4	1	2	1	1	1	1

36. Canning College results may be thus compared with the results of Colleges in the North Western Provinces.

Canning College results compared with the results of Colleges in the North Western Provinces.

College.	Year.	M. A.	B. A.	F. E. A.	Entrance.	Total.
Agra, ...	1871-72	0	0	2	8	10
Bareli, ...		0	0	7	9	16
Benares, ...		0	0	4	9	13
Ajmere, ...		0	0	0	4	4
Canning, ...		1	2	5	7	15

SECTION IV.—Government Schools.

37. The prescribed statement is as follows :—

Statistics of Government schools.

Description of Institutions.	Number of Institutions	Number on the rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total expenditure. From Imperial Funds.	Total expenditure. From Local Funds.	Remarks.
Government.					Rs.	Rs.	
Schools of the Higher Class, Superior Zil'a Schools, ...	8	2,340	2,156	1,870	44,006	9,239	(a) Not including 7 schools closed during the year.
Schools of the Middle Class, Inferior Zil'a Schools, ...	3	756	702	585	10,509	2,697	
Schools of the Middle Class, Anglo-Vernacular Town Schools, ...	19	3,180	2,968	2,403	19,728	7,941	(b.) Not including scholars belonging to 7 schools closed during the year.
Schools of the Middle Class, Vernacular Town Schools,	33	3,454	3,213	2,525	10,667	7,467	
Schools of the Lower Class, Village Schools, ...	747	31,525	27,076	21,046	...	85,663	(c) In the expenditure columns the cost of the 7 schools closed during the year *is included.*
Jail Schools, ...	2	66	73	64	...	360	
	(a.)	(b)			(c.)		
Female Schools, ...	81	1,908	1,649	1,307	5,977	2,600	
Normal Schools, ...	5	187	170	162	6,180	10,309	
Total, ...	898	43,416	38,007	29,962	97,067	1,26,276	

Schools have increased by 188, scholars by 10,969, and the average attendance by 6,255. The average number of boys per school is 48, last year it was 45, The percentage of average attendance is 78, and remains the same as last year. The average cost per school is Rs. 248, last year it was 281. The number of High Schools remains the same as in the previous year. The Anglo-Vernacular Middle Class Schools have increased by that of Kakori, to which an Aided English Department has been attached, under the circumstances described in para. 64, and one school, that of Náwábganj, has been raised to the Vernacular Town School grade. Village schools have increased by Rs. 172, the progress of the settlement having allowed us to open additional schools, and to commence the establishment of a system of primary

Increase in Middle Class Schools.

Increase in village schools.

rural education in Gonda and Kheri. The increase in scholars, the improvement of the average attendance, the decreased cost per scholar, and the collection of fees have in all schools more than kept pace with the number of additional schools opened.

Increase in girls' schools.

The number of girls' schools has risen from 69 to 81, and the number of pupils from 1369 to 1908. We now have an average number of 23 girls per school, last year the average number per school was 20. The percentage of average attendance to the number enrolled is about 79.

Increased expenditure in High schools caused by the addition of primary ancillary schools.

Expenditure on middle class schools.

Expenditure on schools for girls.

Schools for training masters and mistresses.

Total increase of expenditure on Govt. schools.

The results compared with those of the previous year.

High schools shew a slight increase of expenditure. The increase was caused by the addition of aided primary departments or branches, two-thirds of the cost of which were debited to Local Funds and one-third to the Government. The increase is thus for primary, not for secondary education. Middle Class Schools show a trifling increase of expenditure—Rs. 4,601, spread over 55 schools. This is principally owing to the establishment of branches for primary education, and to the added Aided English Branch of the Kakori School. The expenditure on girls' schools shows a slight increase of Rs. 1,718, but the cost of each school has diminished from Rs. 99 to 97. The Normal Schools are entered as five. But there is only one regular Normal School, and the other four are merely Normal Classes attached to Girls' Schools. There is one such Normal Class in Lucknow, to provide for vacancies in the Lucknow Girls' Schools, another Normal Class at Malihábád, in which are sixteen students, a third in the same town for Hindú women, and a fourth at Pihání. The total increase of expenditure has been Rs. 23,498. But then, as stated above, there has been an addition of 188 schools and 10,969 pupils. The increase is only Rs. 125 for each new school, or about Rs. 10½ a month for each school established. If the pupils be considered, then the increase is but Rs. 2-2-3 per annum for each pupil. The results of 1871-72 may be thus compared with those of 1870-71. I would remark however that since the entire finance of the Department of Public Instruction has been placed under the control of the Local Government, the distinction between total cost and cost to Government, seems unnecessary :—

Year.	Number of Institutions.	Number on the rolls at the close of year.	Average number of pupils on rolls during the year.	Average daily attendance.	Total expenditure.		Remarks.
					From Imperial Funds.	From Local Funds.	
1870-71, ..	710	32,447	30,295	23,707	94,277	1,05,568	Since the Educational Department is now under provincial management, the distinction between Imperial expenditure and Local expenditure is meaningless.
1871-72, ..	898	43,416	38,007	29,962	97,067	1,26,276	
Increase, ..	188	10,969	7,712	6,255	2,790	20,708	

The results seem to show that the additional expenditure has been judicious, and that due regard has been paid to economy.

38. The Fee collections may be thus shown :— Fee Statement.

Description of Institutions.	Rates charged.	Amount of fees collected. During 1870-71.	Amount of fees collected. During 1871-72.	Remarks.
		Rs.	Rs.	
Zil'a schools, including Branch schools.	6 pies to 6 Rupees,	7,009	7,476	
Town schools, including Branch schools.	3 pies to 2 do.,	2,993	3,565	
Village (lower) schools,	3 pies to 4 do.,	5,653	6,186	
Total, ..	3 pies to 6 Rupees,	15,655	17,227	

Here too there has been improvement. The percentage of increase in 1870-71 was five, and in 1871-72, it was 10. As the past year has not been a prosperous year for the rural population of Oudh, the increase in Fee collections may perhaps be approved.

SECTION IV.—A. Zil'a Schools.

39. Of the eleven zil'a schools in Oudh, only eight have actually passed students at the Calcutta University Entrance Examination. So properly speaking there are only eight High schools in Oudh. The remaining three schools are however, gradually working up to the required status. Indeed had not the standard of the Entrance Examination been somewhat higher this year than in former years, Gonda would now be classified as a High School. There remain but Bharaich, and Pratábgarh. The changes that have been effected this year will, it is hoped, expedite the time when they may attain to the necessary rank. The Statistics of zil'a schools.

The statistics of the zil'a schools are as follows :—

Names of Institutions.		Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial Funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Government.	Remarks.
						Rs.	Rs.	Rs.	Rs. as. ps.	Rs. as. ps.	
Bára Bauki, ...	1870-71	247	220	188	85	595	4,976	4,120	22 9 10	18 11 8	
	1871-72	298	267	233	87	651	5,678	4,643	21 4 3	17 6 3	
Unáo ...	1870-71	250	242	194	80	518	5,700	4,752	23 14 9	19 10 1	
	1871-72	282	272	219	80	526	5,981	5,058	21 15 10	18 9 6	
Sítápur, ...	1870-71	214	196	171	90	784	6,168	4,764	31 7 6	24 4 11	
	1871-72	307	273	242	90	833	6,552	4,928	24 0 0	18 0 11	
Hardui, ...	1870-71	187	173	150	87	426	4,957	4,331	28 15 5	25 0 6	
	1871-72	234	206	182	88	443	5,004	4,328	24 4 7	21 0 1	
Lakhimpur, ...	1870-71	158	158	128	80	376	4,464	3,982	28 4 0	24 14 2	
	1871-72	169	158	139	88	401	4,547	3,990	28 12 5	25 4 1	
Faizabad, ...	1870-71	517	506	444	88	1,380	13,398	11,172	26 7 7	22 1 3	
	1871-72	593	540	497	92	1,656	13,681	11,239	25 4 11	20 13 0	
Gonda, ...	1870-71	313	292	262	90	667	4,483	3,350	15 5 7	11 7 6	
	1871-72	320	299	264	88	662	4,651	3,540	15 8 10	11 3 7	
Bharaich, ...	1870-71	211	207	171	83	579	5,830	4,913	28 2 7	23 11 9	
	1871-72	278	249	201	81	510	5,026	4,127	20 2 11	16 9 2	
Rái Barelí, ..	1870-71	231	238	186	78	707	7,496	6,004	31 7 2	25 3 7	
	1871-72	262	260	207	80	720	7,204	5,771	27 11 4	22 3 2	
Sultánpur, ...	1870-71	168	160	137	85	519	4,528	4,009	28 4 9	25 0 10	
	1871-72	195	180	151	84	508	4,598	4,048	25 8 8	22 7 10	
Pratábgarh, ...	1870-71	130	137	108	79	458	3,394	2,800	24 12 5	20 7 6	
	1871-72	158	154	120	76	566	3,529	2,843	22 14 8	18 7 5	
Total 11 Schools,	1870-71	2,626	2,529	2,139	84	7,609	65,484	54,147	25 14 3	21 6 6	
	1871-72	3,006	2,858	2,455	86	7,476	66,451	54,515	23 4 0	19 1 3	

The numbers, attendance and fee collections, have all increased, whilst the total expenditure and cost per pupil have diminished. In some of the schools, the average attendance could not possibly be improved. In Faizabad the high average attendance of 92 per cent. on the very large number of boys enrolled, could only have been secured by unceasing care on the part of the masters. It will be remarked, that the rise in the percentage of attendance from 83, in 1868-69, to 86 in the past year, has not been accompanied by any increase in the average cost per pupil. The Scylla and Charybdis of the report of 1869-70 (Para. 27) have been avoided. The masters have not checked any feeble desire for education by removing the names of absentees in order to improve the returns. The teachers rather seem to have brought their personal influence to bear upon their pupils and thus to have secured their regularity. The high average attendance is the more creditable, since during last year the rains were very heavy, boys from any distance found it almost impossible to attend school, and there was much illness.

Sources from which expenditure on zil'a schools are derived.

40. The detail of the total expenditure as compared with the details of last year, may be thus shewn :—

	1870-71	1871-72
From Imperial Funds, ...	54,147	54,515
Fees, ...	7,009	7,476
Subscriptions, ...	2,332	1,831
Cess, ...	716	122
Municipal Funds, ...	1,173	2,429
Other sources, ...	107	78
	65,484	66,451

The Secretary of State for India, in his despatch No. 8 of 16th March, 1864 observed that the rural cess should be expended only on the support of village schools, and on normal schools, designed for the training of village school masters. Accordingly last year a hope was expressed that there would in future be no payments from the cess for the support of the High Schools and their branches. This hope would have been realised, but for the fact that the aid from Municipalities in Faizabad and Unáo did not commence until after the 5th month of the year under review, and so for 5 months the branch schools at these places were supported, as in old time, from the Cess. The cost to Imperial Funds has simply increased from the very proper admission of these High School branches amongst aided primary schools, one-third of their cost being borne by the Government and two-thirds being met from Municipal contributions and fees. The subscription receipts have decreased by Rs 501. The decrease occurs in Faizabad, Rái Barelí, Unáo, Bára Banki, and Gonda. As promised last year, the statistics of the branch schools are, in the statements that accompany this report, given separately from those of the main institutions.

All the branch Schools of zil'a Schools are Aided Primary Schools.

41. I may mention, once for all, that all the branch schools are primary aided schools, ⅔rds of the cost being received from fees and subscriptions, and one-third given as a grant-in-aid. Our High Schools consist of

three departments. There is the High School proper, with a course lasting for three years, the Middle School with a course extending over three years, and the Primary School with a curriculum that will occupy a boy for 1½ years. Every year boys are passed from the Primary Department to the Middle School and from the Middle School to the High School after examination. All these departments are controlled by the Head Master of the High School, who also takes a very considerable share in the instruction of the High School classes. It has been urged again and again that by this arrangement we are making High School Masters perform the work of middle class and primary teachers. But this is not done. The High School Masters teach all who may be fitted to enter their respective classes. It may be said with truth, that our High School departments do not contain very many boys. But until our High Schools are fed by middle class schools, and our middle class schools by primary schools, the High Schools cannot contain many pupils. We are not allowed to increase our middle class schools, save on the Grant-in-aid principle, and the people do not yet value education sufficiently to do more than support those few aided middle class schools that now exist. We have but six Aided Middle Class Anglo-Vernacular Schools, omitting the Mission Schools, and eighteen Government Middle Class Schools, with English departments of five of which are supported by the proceeds of subscription and grants-in-aid, to act as feeders to our eleven High Schools. Yet the Province contains eleven millions of inhabitants the mass of whom are very poor, and whose still cultivated middle and once professional class, is perhaps the poorest of all, consisting of men who starve at home in order to maintain a respectable appearance before the world. The Educational Department in Oudh is only of eight years growth. It is not therefore surprising that the upper departments of our High Schools should not contain so many pupils as the High Schools of Bombay, Madras and Bengal. That in Oudh we are slowly but surely making progress may be thus shown :—

The Oudh High Schools consist of three departments.

High School Masters do not perform the work of Middle Class and Primary Teachers.

The Upper, Middle, and Primary Departments of High Schools are making progress.

Year.	High School proper, Classes, and number of scholars.			Total.	Middle School proper, Classes, and number of Scholars.			Total.	Lower School Classes and pupils.		Total.	Grand total.	Remarks.
	I	II	III		IV	V	VI		VII	VIII			
1870-71.	74	147	207	428	220	221	329	770	613	815	1428	2626	
1871-72.	107	155	216	478	234	267	545	1046	600	972	1572	3096	

The pupils in the highest department have increased by eleven per cent., in the middle department by sixtyfive per cent., and in the primary department by ten per cent.

Thus the development of our high and middle class departments, has more than kept pace with the advancement of the lowest department. Our highest department does not increase faster, simply because the mass of the people, who avail themselves of high and middle class school education, are either too poor to allow their children to remain at school

to complete their education, or cannot afford to send them at their own cost from a middle class school to a high school at a distance. The remedy is not the abolition of high and middle class schools on the plea that the people do not value them, but a patient perseverance in the course we are now pursuing, by maintaining to the utmost the efficiency and therefore the popularity of our high schools, by gradually eliminating those middle class schools that are clearly not wanted, and by steadily refusing to open additional middle class schools, save when the people show that they are willing to make some personal pecuniary sacrifice for their establishment.

Cost to the State of educating each pupil in the Senior Department of a High School.

42. It has been already mentioned that the Oudh High Schools passed 19 pupils at the last Calcutta University Entrance Examination. It may be asked what each of the pupils cost the State during his time of stay at a High School.

I have accurately calculated the cost of the tuition of each high school department. Something might be added for scholarships and for extraordinary contingencies. But against these items I place the fee collections and the value of the active supervision and occasional tuition of the middle class and primary schools by the Head Master and his assistants. I find the annual cost of tuition in all high school departments in Oudh to be Rs. 26,028, or as the average number of scholars enrolled was about 478 in the high school departments, the annual cost of educating each scholar was Rs. 55. Each scholar who was prepared for Matriculation cost the State Rs. 165, during his stay of three years at a High School. In Bombay where the High Schools are separated from the Middle Class and Primary Schools, the cost to Government was for High Schools Rs. 70,343.

The number of pupils was 2,697, or the average cost per pupil was about Rs. 26. In Bombay therefore the cost of each student who Matriculated was Rs. 78.

This assumes that the expenditure on the upper departments of High Schools was the same during each of the past three years. This is a fair assumption, for Oudh at least, as the cost has not increased.

But a comparison of this sort with Bombay may be of little practical value. No such comparison can be made with the North West Provinces, since the cost of the upper departments of their High Schools, is not known, and cannot be ascertained from the published tables. In the Panjáb, however, the case is different.

The cost of educating a pupil at a High School in the Panjáb.

There an attempt has been made to separate the upper departments of High schools from the middle and lower departments. But in the published returns 30 Oriental scholars attached to the Lahore Zil'a School, have been allowed to creep in. They would vitiate all the results if allowed to remain, as the Oriental scholars are merely reading for the Entrance Examination of the Lahore University, to be conducted in the vernacular. Omitting these students and their cost, we find that the average number of pupils enrolled was 164, and the total cost was Rs. 33,770, or the cost of educating each pupil was Rs. 206, or the cost

of each under-graduate would be Rs. 618, assuming the course to extend for three years. But it may be said, improperly enough, that the cost of each undergraduate should be calculated not at an average rate for each pupil, some of whom may fail in the examination. On the contrary, those that fail should be entirely rejected, and the total cost of the school divided by only those that pass. This would be of course a very unfair calculation. For some of those boys who fail, and others who are withdrawn during the course of study, have almost, if not entirely, received equal benefit with those who have gone up and passed the Entrance University Examination. But for the sake of comparison we will assume that a High School exists merely to pass boys for the Calcutta University, surely a very low idea of the functions of a High School.

If however this assumption be made, then whilst in the Panjáb twenty-three men passed, each under-graduate cost about Rs. 1,468, the total expenditure being Rs. 33,770 that of the previous year, and whilst in Oudh nineteen men passed from the eight High schools, each cost Rs. 1,370. The Panjáb calculation is only approximately correct, as I have assumed the cost of the High Schools to be the same in 1871-72, as it was in 1870-71.

The Cost of a High School pupil in Oudh as compared with the North West Provinces.

If we compare our results with those of the North Western Provinces, in the only way practicable, then whilst in Oudh, the education of each boy attending a Zil'a School cost the State Rs. 19-1-3, in the North Western Provinces, the average cost was Rs. 69-12-3. I have dwelt thus at length on the cost of educating each boy to the under-graduate standard of the Calcutta University, as in at least one statement, I have seen the total cost of our High Schools in Oudh containing 3096 pupils, and designed for their education whether to the high, middle, or primary standard, divided by the number of pupils passed in any one year by the Calcutta University, and the result set down as the cost of educating an under-graduate! Our High Schools have thus been considered merely to benefit some 20 boys, and the advantages derived by the remaining thousands have been neglected.

The classification in Zil'a Schools has improved.

43. It is a subject of regret that there are not more boys in the upper departments of our High Schools, as the present staff could teach, save perhaps at Faizabad, Gonda and Hardui, at least double the number of boys. But the classification is improving and has improved for the last eight years,

Year.	Number of pupils in classes.										Total.	Remarks.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Persian.	Sanscrit.		
1864-65,	..	10	36	119	154	301	264	413	..	..	1,297	
1865-66,	8	22	57	121	164	310	258	402	19	34	1,395	
1866-67,	12	18	97	87	108	244	359	477	..	25	1,427	
1867-68,	15	15	95	120	185	229	447	754	11	19	1,890	
1868-69,	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70,	57	109	201	183	284	344	526	686	..	..	2,390	
1870-71,	74	147	207	220	221	329	613	815	..	..	2,626	
1871-72,	107	155	216	234	267	545	600	972	..	..	3,096	

Last year in the highest class the improvement was at the rate of 44 per cent. of the numbers previously enrolled, and in 1870-71, the improvement was at the rate of nearly 30 per cent. As railway communication increases, and people become more accustomed to travel and to send their children from home, it will be possible to reduce the worst of our Zil'a schools to the middle grade.

Detailed classification at each Zil'a School.

44. But though the improvement is marked, and has been progressive in every year, save perhaps in 1867-68, yet individual schools still lag far behind the rest. They will appear from the following table :—

Name of School.		Number of Pupils in Classes.								Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
Faizabad, ..	1870-71,	17	29	51	50	28	75	133	134	517
	1871-72,	15	36	56	47	50	86	121	182	593
Gonda, ..	1870-71,	5	14	21	29	30	60	87	67	313
	1871-72,	14	14	28	31	28	74	61	70	320
Bharaich, ..	1870-71,	..	4	10	14	13	17	81	72	211
	1871-72,	5	5	10	10	11	70	54	113	278
Rái Barelí, ..	1870-71,	6	20	17	28	27	19	45	69	231
	1871-72,	13	13	25	30	22	25	59	75	262
Sultánpur, ..	1870-71,	6	12	17	14	23	23	37	36	168
	1871-72,	11	15	14	15	22	41	22	55	195
Pratábgarh,..	1870-71,	..	..	11	15	22	20	34	28	130
	1871-72,	..	6	7	21	19	34	26	45	158
Bára Banki,..	1870-71,	9	14	14	17	16	23	54	100	247
	1871-72,	11	19	18	23	22	40	76	89	298
Unáo, ..	1870-71,	8	14	19	10	22	31	42	104	250
	1871-72,	10	10	16	22	33	56	56	79	282
Sítápur, ..	1870-71,	8	16	13	16	15	24	39	83	214
	1871-72,	6	11	12	12	29	20	71	146	307
Hardui, ..	1870-71,	9	15	23	16	14	16	19	75	187
	1871-72,	13	20	23	16	17	57	30	58	234
Lakhimpur,..	1870-71,	6	9	11	11	11	21	42	47	158
	1871-72,	9	6	7	7	14	42	24	60	169
Total, ..	1870-71,	74	147	207	220	221	329	613	815	2,626
	1871-72,	107	155	216	234	267	545	600	972	3,096
Increase, ...		33	8	9	14	46	216	..	157	470
Decrease, ...		..	..	..	..	..	...	13	..	13

The schools where the upper departments are least developed are those of Bharaich, Pratábgarh, Sítápur, and Lakhimpur. In the last school however, the pupils in the higher classes though few in number have been exceedingly well taught, and every year boys pass the Entrance Examination of the University. In Bharaich during the past year the under masters have been changed, and the pay of the Head Master has been reduced from 175 to 150 Rs. It is thus now more in proportion to the state of the school. To Pratábgarh a new Head Master, Mr. DeCruz, a graduate of the Calcutta University has been sent.

The classification of our Schools defines very accurately the acquirements of their pupils, as may be seen if a reference be made to the Curriculum for High Schools given in the Appendix.

I have visited all the High Schools save one and the majority of the middle class schools, and I have found the classification very accurate, and the attainments of the pupils absolutely to agree with the requirements of the curriculum.

Examination according to Standards.

45. Every year moreover our High Schools are examined according to the grades or classes laid down in the curriculum. The first four classes are examined on paper, and the results published, whilst the last four classes are examined *viva voce* by the masters, and the results are communicated to the Inspectors. With the fourth class of High Schools the first classes of anglo-vernacular middle class schools are also examined, as the fourth class of our High School corresponds with the first class of our anglo-vernacular middle class schools. The results may be tabulated for the past two years. By anglo-vernacular 1st grade schools, are meant those Zilá Schools that have not yet passed pupils for matriculation. The Standards appear from the curriculum. The several sub-divisions are.

Standard I.

1st Head.—English Prose and Poetry.
2nd Head.—Urdú Prose and Poetry with translation into English.
3rd Head.—The History of Great Britain.
4th Head.—The History of India.
5th Head—The Geography of the World.
6th Head—Algebra to Simple Equations, and the whole of Arithmetic.
7th Head—Euclid, Books I to IV, with deductions.

Standard II.

1st Head.—English.
2nd Head.—Translation into Urdú and English.
3rd Head.—Urdú.
4th Head.—Persian including translation,
5th Head.—History of Great Britain,
6th Head,—History of India.
7th Head.—Geography the whole.
8th Head.—Geometry, 1st, 2nd, 3rd and 4th books of Euclid.
9th Head.—Algebra to Simple Equations of one unknown quantity, and Arithmetic including Proportion, Stocks, Discount, Exchange, Fellowship, Square and Cube Roots.

Standard III.

1st Head.—Howard's Third Book, Part II, selected lessons.
2nd Head.—Translation into Urdu and English.
3rd Head.—Persian, including translation.
4th Head.—History of Great Britain to death of Richard the Third.
5th Head.—Writing and Dictation.
6th Head.—Geography, Europe and Asia.
7th Head.—Geometry—Euclid Books I and II.
8th Head.—Arithmetic, Vulgar and Decimal Fractions and Practice. Algebra to Least Common Multiple.

Standard IV.

1st Head.—English Reader No. IV, and Grammar.
2nd Head.—Translation from English into Urdú, and from Urdú into English.
3rd Head.—Persian, with translation.
4th Head.—Writing and Dictation.
5th Head.—Geography, Asia.
6th Head.—History of India, (Urdú or Hindí text book).
7th Head.—Arithmetic, Proportion, Vulgar and Decimal fractions, (the Vernacular to be used).
8th Head.—Euclid, Books I and II, (the Vernacular to be used).

Result of examination of High Schools; 1st grade, anglo-vernacular Schools; and 2nd grade, anglo-vernacular government schools, Oudh, (only the pupils of the High Schools proper, and the 1st classes of middle class schools were examined on paper, the rest of the classes were examined *viva voce*, according to the standards prescribed in the curriculum).

The results under each Head of each Standard are here tabulated for Anglo-Vernacular Schools only.

Description of school.		Number of schools.	Number of boys in classes at close of quarter previous to the examination.	Number of boys presented for examination.	Number of Scholars passed.																													
					Standard 1.							Standard 2.									Standard 3.								Standard 4.							
					1st head.	2nd head.	3rd head.	4th head.	5th head.	6th head.	7th head.	1st head.	2nd head.	3rd head.	4th head.	5th head.	6th head.	7th head.	8th head.	9th head.	1st head.	2nd head	3rd head.	4th head.	5th head.	6th head.	7th head.	8th head.	1st head.	2nd head.	3rd head.	4th head.	5th head.	6th head.	7th head.	8th head.
High Schools, ...	1870	8	394	366	30	29	A* 0	39	42	34	36	71	74	72	75	A* 0	67	66	39	35	45	41	88	A* 0	129	132	121	73	87	71	64	89	86	68	93	76
	1871	8	452	418	40	38	50	47	46	42	49	29	76	93	94	75	75	72	80	41	55	87	B* 92	72	126	116	88	56	91	31	B* 115	126	97	121	107	59
1st Grade Anglo-Vernacular Schools. ...	1870	3	82	80	...	...	...	...	...	...	...	9	11	10	10	A* 0	8	6	4	6	7	9	22	A* 0	32	26	30	24	33	17	19	30	26	17	30	22
	1871	3	124	92	3	2	5	4	5	5	5	2	12	13	13	11	10	9	13	19	6	19	22	14	34	30	24	18	28	17	31	38	36	29	32	18
2nd Grade Anglo-Vernacular Schools, ...	1870	18	138	123	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90	80	83	122	92	86	119	87
	1871	18	164	145	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	110	76	C* 127	143	122	128	121	99

A* The History of England was not commenced in 1869-70.

B* Including four Hindí students.

C* Including two or three Hindí students.

There has been steady progress under nearly every heading. The only exception is in Standard II, heading 1, in Standard IV, heading 2, and in Standard III heading 7. At the last annual examination there was general failure on the part of the Faizabad high school pupils of the 2nd class in English, and also of the Sítápur school, 2nd class pupils. The former school did not pass a single boy in the 2nd Standard, 1st head, though it presented twenty-five for examination, so also, in the English of Standard II, Sítápur did not pass a single boy. This does not mean that in English the boys were not fitted for Standard II, but that they were unfitted to pass into Class I. The examiner of the 2nd class in English was Mr. Walsh. He considered that both the English of the 2nd class Faizabad, and of the same class at Sítápur, had not received sufficient attention.

The Faizabad main school I examined in March last, and the pupils of the 1st and 2nd classes acquitted themselves fairly in English, save that the spelling of the 2nd class boys was very incorrect. I expect that the 2nd class will do better at the next general examination.

For the past two years the Sítápur pupils have not been well taught.

The state of this school will, however, be discussed in its proper place. Another failure is in heading 2, Standard IV. I found that the examiner in translation of this the 4th class, had allowed the subject of his translation paper to become known. In fact, I received an anonymous letter telling me the substance of the translation paper. Accordingly I myself took this class in translation, and prepared a new paper.

Possibly I was more strict than the former examiners in this difficult subject. So also the Euclid paper of class 3, that is the paper under heading 7, Standard III, was of greater difficulty in 1871, than in 1870.

The classification of pupils in Schools managed by the Educational Department of Oudh, as good a criterion of the attainments of the pupils as actual examination.

I have already mentioned that I am unable to tabulate the results of the examination of all the classes under all the headings, as from the 4th downwards the examinations are *viva voce*, and though promotions are made and prizes are awarded on the results of these examinations, the results have not hitherto been published. In fact, in Oudh, we consider the classification of the pupils to be as good a test of the progress of the scholars and of their attainments, as any examination can possibly be. Such classification is made by the masters of the schools after, in the lower classes, their own personal examination; and, in the higher classes, after the departmental examination.

General remarks on "Artificial Selection" by examination.

46. The results of the departmental examination are moreover allowed to be corrected by the Head Master's intimate personal acquaintance with the attainments of each pupil. A remarkable paper on "Artificial Selection" has been published by Professor P. G. Tait, who was Senior Wrangler, and 1st Smith's prizeman in 1852, and although his remarks more immediately apply to the University of Cambridge, where examination has been developed as an Art, yet they are also pertinent to our High Schools, and as there is a tendency to consider that our High Schools exist merely to pass a few boys for the Calcutta University, and to judge of the merits

of our High Schools by the number they pass in such examinations, I do not apologize, for making some extracts from the paper.

"Examinations are, at the best, singularly imperfect modes of testing even relative merit of "any kind. It is to be deplored that they are, to a certain extent, at present indispensable."

"A really good Examiner is perhaps the rarest product of civilization. In an unusually large "experience, extending to each of the three Kingdoms, I have met but two, and I see clearly how "each of even these might be greatly improved. It is easy to specify some of the more obvious "qualifications which a good Examiner must possess, and a little thought will then show how "unlikely it is that even these will be found united in any one man. Besides, who is to examine "the examiners? What precautions can secure that, having himself passed through an absurd "ordeal, he may not determine that others also shall suffer?"

"I.—An Examiner ought to possess not merely great knowledge, but enormously extensive "knowledge, of his subject and of the various modes of teaching it; otherwise, he is incapable of "doing equal justice to the merits of students taught on different systems. He must have in "addition to the requisite knowledge, a working acquaintance with every sound system employed "in teaching his subject, whether at home or abroad, whether *viva voce* or by books."

"It is absolutely necessary that, if there are to be examinations, these should be conducted "(at least mainly) by *bonâ fide* teachers. No one who is not actually engaged in teaching, or at "least working at a subject, can have accurate information as to its development, or that practical "knowledge of it which is essential to an examiner! In Germany all higher examinations are "conducted by Essays, *i. e.*, each candidate chooses a subject, and gives an investigation of it. "Then the examiner (always a Professor) questions him on various cognate subjects.

"II.—The Examiner must possess, simultaneously, infinite tact and thorough common "sense. How rare this latter qualification is, few but the initiated can even suspect. A man who "composes examination papers with a view to exhibit his own knowledge should be for ever dis-"qualified from examining. How many would survive the application of this test? A good "Examiner will not be afraid of being sneered at or under-estimated for the mildness of his papers. "Many men who make a tremendous show in some of the examinations, which by common repute "are accounted among the highest, break down utterly before some extremely simple and practi-"cally useful question. We well remember cases in which such men, being asked something of an "almost ridiculously easy nature, gasped in despair, Oh! sir, I was not prepared for this," as if "something awful had been propounded. What is the value of their knowledge?"

"III.—Even if he be possessed of all these requisites, the Examiner must be allowed "sufficient time to test a man's knowledge. For it is one of the most fatal of all objections to "examinations in general, though one not often adverted to, that one set of questions may floor a "man, who could answer completely another set considered by the Examiner to be equally difficult. "We have known cases where, to prevent copying, two papers were drawn up by the same examiner, "on the same subject, in the same elementary stage of it, paper A being given to the 1st, 3rd, &c., "on each bench, paper B to the 2nd, 4th, &c., and where, in consequence of this arrangement, "some men were plucked in one paper who could easily have passed in the other, and some got "through whom a change of paper would have floored. When this is possible, where is the chance "of a fair examination? Unless, then, an Examiner has time to take each man over the whole of "each subject, he cannot (however good he may be) pretend to decide justly."

"IV.—Granting that all these desiderata can be supplied, there still remains the excessive "difficulty of examining into the really useful part of one's knowledge. For, in the great majority "of cases, the useful part is precisely that which it is least possible to break up into detached frag-"ments, such as those required in the modern processes of examination."

"V.—There are many other difficulties in the way; but, looking to those we have noticed, "it surely will not be considered necessary to extend the list. The consequence, however, of these "and other inevitable imperfections in any and every system of examination has been the growth "of cram."

"In fact, examinations are usually a farce. Without them, the teacher can almost invariably tell who is the best man; with them, the best man by no means invariably wins."

Mr. Thomson also on the same subject remarks, "that the 3rd cause "which renders the interesting work of teaching and the still more inter-"esting work of learning mere drudgery, is the great weight given to "the annual examinations, departmental and university. So great is

"the influence of these examinations, that masters and pupils alike have for-
"gotten that their object should be culture, or at the lowest knowledge,
"and regard passing the examinations as the "be all and end all" of edu-
"cation." Mr. Isaac Todhunter has indeed answered Professor Tait. But perhaps I have said enough to shew that the end of instruction is not examination.

Bombay has set the example in India not of introducing an uniform curriculum for every grade of school in any one Province, and of ranking schools according to that curriculum, but of examining all schools under certain standards, necessarily in a very hurried manner, of publishing the results of such examinations and considering the state of the school simply by the number that pass under each head in each standard. Thus the work of inspection may become the merest routine. Certain questions may be prepared. They may be given either orally or on paper. To each pupil in any class, a very limited time in which they may be answered is allowed; and the pupil is considered to have passed or failed as he answers these questions. Here the personal knowledge of the master has no play, and all the evils of limited time, and the difficulty of breaking up the really useful part of one's knowledge into answers to possible questions are, or at least may be, in full force. In Oudh our system is different, and as I think preferable. Here we examine the high school departments, and the 1st class of middle class schools once a year on paper. According to the results we distribute rewards, and allow promotion. But the results of the examination, as regards promotion, are again corrected by the personal knowledge of the Head Master of the school, every one of the examiners is now, or has been, actively engaged in the work of tuition, so that their judgment is likely to be correct. The lower classes are examined by the teachers, and promotions and prizes awarded according to the results. Again the Inspector on his visit of inspection sees that the several classes are really up to their respective standards, and should he in the course of his *viva-voce* examination find any subject to have been neglected, he may continue to examine the pupils of each class in that subject for hours, and during the greater part of his inspection. So in village schools, the master is allowed to make the promotions, and the Inspectors and the Deputy Inspectors simply see on their visits that the curriculum is strictly observed, and pay particular attention to those subjects in which the pupils may be found backward, or to those subjects in which they may be especially forward. In such cases inspection becomes a very pleasant task; the rapid questioning and the eager answers of the pupils, render the work, as far removed from drudgery as possible.

A system of examination and inspection in Oudh.

47. On the other hand, conceive of the dry routine character of the standard system. Certain questions are prepared before hand, whilst one class is answering these questions, another class is being examined orally. There can be no great variety of questions, the examiner's time is too limited. Still he *must* get over all the ground. So two or three questions are put to each student and he is passed or rejected, as he has correctly replied to or has not answered such questions. If he is put on to read, the lad is nervous, the examiner is hurried, and one is rejected in reading whilst another fails in dictation simply from want of time.

The Routine character of examination under fixed Standards.

The tabulated results are sent to the master, who is told to pay particular attention to such and such subjects in which the boys are considered not to have answered well. The master pleads that the examination was too hurried, that whilst too little time was allotted to some subject, other subjects received an undue proportion of the Examiner's attention. All natural bent and genius on the part of the school master is utterly ignored. He is told that he must pass *all* or a goodly percentage of his pupils under certain heads in certain standards. He knows that whilst he will gain no credit for the great acquirements of his pupils in some one subject, that he will be blamed if they do not pass by a very moderate standard in all the subjects. So he becomes a teaching machine, and endeavours just to supply his pupils with that modicum of knowledge, that will enable them to pass under a certain standard. Should a boy have a natural taste for any *one* subject he must repress it, so that he may not fail in another, for which he has no aptitude. Thus inspection either becomes a thing of the merest routine, and requires neither special training nor very much knowledge; or is so inordinately difficult that very few men indeed have the required qualifications. As Professor Tait is himself a brilliant example of the success that may attend "Artificial Selection," I cannot end my remarks without quoting the conclusion of the paper.

"On the other hand let Examining Boards be substituted for Teaching Universities, and the "inevitable and almost immediate consequence will be the extinction of sound learning as well as of "progressive science, and the apotheosis of cram."

It will be observed that I do not deprecate all examinations but simply the hasty examination of immense numbers of schools of different grades in numerous subjects, and an attempt to estimate such schools solely by the tabulated results of such examinations in which the personal knowledge of each scholar's learning and capacity, possessed by the teacher is wholly ignored. I also object to the supposition that because in Oudh, we publish no such tabulated results of hasty examinations, that therefore the acquirements of pupils in our schools are doubtful. Their acquirements can be readily at all times ascertained simply by comparing the curricula of the several grades of schools, with their classification. Examination has been thorough enough, as may be seen by an inspection of the various school minute-books. But an examiner seldom at one sitting takes up every single subject of every single class. He confines himself to certain subjects at one time, records the number of boys that passed or failed in each subject after the examination, in a leisurely manner, and on his next visit examines in the remaining subjects. In this manner there is some life in our inspections. They are not things of the merest routine, and if any master thinks that more time should be given to any one subject, or that the peculiar bent of any particular scholar in any particular subject should be exhibited, why the examiner has time to satisfy both scholar and teacher, and is not harassed by the thought that this extra attention will make his annual tabulated statements meagre, as he will from especial attention to one class or one school have been unable to have examined so many schools in *all* the subjects required by all the standards.

The acquirements of all pupils at Govt. Schools in Oudh, can be ascertained simply by inspecting the classification statement and comparing it with the curriculum.

48. The relative position of the different Zil'a Schools with respect to the University, Average Attendance, Fees, and Classification, may be thus shown :— The relative position of each Zil'a School.

Names of Schools Alphabetically.	Number of boys who passed the Entrance Examination.	Position of the School with reference to column 2.	Average attendance during 1871-72.		Percentage.		Fee collections during the year.		Salary of Head Master.	Position of the school with reference to columns 12 & 13.	Number of boys in the High School.	Number of boys in the Middle School.	Number of boys in the Lower School.
			Number.	Position of the school with reference to column 4.	Number.	Position of the school with reference to column 6.	Amounts.	Position of the school with reference to column 8.	Salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Bharaich, ...	...	...	201	7	81	6	510	8	Rs. 150 rising to Rs. 200,	8	20	91	167
Bára Bankí, ...	1	7	233	4	87	4	651	5	„ 150, ...	4	48	85	165
Faizabad, ...	5	1	497	1	92	1	1,656	1	„ 300 rising to Rs. 400,	1	107	183	303
Gonda, ...	...	...	264	2	88	3	662	4	„ 100, ...	2	56	133	131
Harduí, ...	4	2	182	8	88	3	443	10	„ 125, ...	3	56	90	88
Lakhimpur, ...	3	3	139	10	88	3	401	11	„ 125, ...	8	22	63	84
Unáo, ...	3	4	219	5	80	7	526	7	„ 200, ...	7	36	111	135
Pratabgarh, ...	...	...	120	11	76	8	566	6	„ 100, ...	11	13	74	71
Rái Bareli, ...	2	5	207	6	80	7	720	3	„ 250, ...	4	51	77	134
Sítápur, ...	...	...	242	3	90	2	833	2	„ 200, ...	8	29	61	217
Sultánpur, ...	1	6	151	9	84	5	508	9	„ 150, ...	6	40	78	77

Faizabad stands first and is followed by Hardui.

49. I may remark that out of the average number enrolled of 2,858 boys, no less than 1,874 boys left school, and 2,403 were admitted. Fluctuation of pupils at Zil'a Schools.

The greatest fluctuation took place in Sítápur, which to some extent but not wholly, accounts for the unsatisfactory state of that school.

50. The total number of Hindus at the close of the year was 2,205, against 1,913 of last year. The total number of Mahomedans was 877 against 694 of last year. Thus the Mahomedans increased by nearly 25 per cent, and the number of Hindus by 20 per cent. Hindu and Mahomedan pupils at High Schools.

It is a pleasure to know that the Mahomedans are more largely than ever, availing themselves of our High School education.

51. There are 19 T'alukdárs at our High Schools, 222 Zamindárs, 139 Patwáris and Kanungos, and 370 cultivators. Thus the total number of pupils whose relatives are connected with the land are 750, whilst Government Servants send 742 boys to the High Schools, private servants send 469, the professional class send only 174 boys, the shopkeepers 534, and artisans only 232. Therefore the persons who are most able to pay for a high class education, namely the shop-keepers, the least avail themselves of such education, and the professional men who most require it, are possibly from their poverty, the least able to avail themselves of the education offered at High Schools. Social position of scholars at High Schools.

Zil'a Schools, Eastern Circle.

Faizabad

(52.) The progress of this school may be thus shown.

Year.	Passed the Entrance Examination.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71	2	97	153	267	517	88	1,380	22 1 3	
1871-72	5	107	183	303	593	92	1,656	20 13 0	
Increase, ..	3	10	30	36	76	4	276	..	
Decrease, ..	0	0	0	0	0	0	0	..	

The Inspector's report is as follows :—

"The increase in this school has been in every respect very considerable. The number registered has risen from 517 to 593, the average daily attendance from 444 to 497, and the percentage daily present from 88 to 92. The average attendance is excellent indeed, it can hardly be improved. Nothing but unceasing care on the part of the masters could secure an attendance of 92 per cent. of the number registered in such a large school. The fees have also risen from Rs. 1,380 to 1,656. And while for several of the lower classes better masters have been appointed, the cost to Government per pupil has fallen from Rs. 22-1-3 to Rs. 20-13-0. The number who passed the Entrance Examination is smaller than I expected. But the University Examination seems to have been stricter than in previous years. The questions were not on the whole more difficult, but greater accuracy in the answers appear to have been required. I consider this a move in the right direction. The University standards of examination are quite high enough, but I should be glad to see Examiners insist on a considerably higher degree of accuracy than has hitherto been necessary for passing."

"Additional school buildings are urgently required both for the main school and for the branch schools. Three of the four branch Schools have very bad accommodation, and this seriously hinders the growth of numbers. Formerly the number in Sahibganj was between 36 and 40, but since the boys were transferred to the large house in the Goláb Bári, the number has risen to between 95 and 100. In two of the other branch schools new buildings would probably produce a similar increase of numbers."

" There are at present 15 boys in the 1st class, and although they " are not a very brilliant set, I think 8 or 9 have a fair chance of passing " the next Entrance Examination."

Provision has been made in the Budget for two branch school houses, and I shall have the honor to submit proposals for their construction. The branch school that most requires accommodation is within Cantonments. Assistance was asked from the Cantonment Fund, but I was informed that nothing could be given.

The High School also requires additional accommodation. But only Rs. 10,000 have been allowed in the Public Works Department Budget, for school buildings during the current year, so I am afraid that after giving a grant for the Lakhimpur High School House, there will not be sufficient for the proposed additional building to accommodate the scholars of the main school.

A very good Boarding House has been opened, and placed under the superintendance of Moulavi Zahúr Ahmad, a Mahomedan gentleman of great worth and perfect demeanour. There are at the Boarding House, 16 students, 4 of whom are Mahomedans and 12 are Hindus.

Since last year the number of Arabic learners increased from 19 to 45, and the Sanscrit students have increased from 31 to 58. A change in the staff enabled me to provide a graduate of the Calcutta University, Mr. Bepin Behari Datt, to teach Sanscrit, as well as English.

The Arabic learners belong to the 3rd and 4th classes, and the Sanscrit students to the same, so that their attainments will be known by a reference to the curriculum. In March last I examined both the Arabic and Sanscrit students. In the 4th class 25 Arabic scholars were examined. They were only beginners, but did fairly. Of the 3rd class pupils 19 were examined on paper, and 16 out of 19 passed. Of the 19 students who were thus examined, strangely enough, all but 3 were Hindus. The best boys, two were equal, were both Hindus.

In Sanscrit the 4th class pupils did not do very well, but of 13, who sat for a written examination, all passed. Two of the pupils obtained more than 40 out of 50 marks. Thus Arabic and Sanscrit have been fairly commenced at this High School, but the Arabic students have been better taught than the Sanscrit learners. Six boys who left the school during the past year obtained employment, one in the Forest Department on 40 Rs., three on the Oudh and Rohilkhand Railway, each on 20 Rs., as time keepers; and one obtained an assistant mastership of the value of 20 Rs. Moulvi Zahur Ahmad and Munshi Téj Rái are especiallycommended by the Head Master.

Gonda.

53. The abstract comparative statement is :—

Year.	Passed the Entrance Examination.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.			Remarks.
							Rs.	Rs.	As.	P.	
1870-71.	...	40	119	154	313	90	667	11	7	6	
1871-72.	...	56	133	131	320	88	662	11	3	7	
Increase,	...	16	14	...	7	...	...	...			
Decrease,	...	...	...	23	...	2	5	...			

The Inspector reports :—

" This school has made as good progress as could be expected in " such a small town. The number registered has risen from 313 to 320, " and the average attendance from 262 to 264, but the fees have fallen " from Rs. 666-11-6 to Rs. 662-3-6. I do not think the fees here can be " much increased for some years, but they ought not to diminish."

" Four boys from this school presented themselves at the last En- " trance Examination, but all failed, more from want of presence of mind " than from want of knowledge. There are 14 boys at present in the " 1st class, but I am doubtful if any will pass. They are sadly wanting " in precision in all subjects. The Head Master should see that the " boys thoroughly understand what they have gone over, whether it be " much or little. It is useless hurrying them over the prescribed part " merely to get it finished and then revising two or three times in the " same perfunctory fashion. For the unsatisfactoy condition of the two " higher classes, the Head Master alone must be held responsible, for his " assistants are as a whole better than those of any other High School " in the Circle. They are all Hindústaní men which is a twofold ad- " vantage, as they can understand the difficulties of their pupils more " readily, and explain them more intelligibly than foreigners. The " teaching in all classes, but the two highest, is excellent. At both " my inspections during the past year. I was much pleased with the " soundness of their knowledge of the Vernacular, and with the neatness " of their translations from English to Urdú.

" There are two branch schools, one of which I found in excellent " order, but I was not altogether pleased with the other."

The school was visited and examined by me in January. Six of the 1st class boys did fairly, but there was general failure in the 2nd class. The Head Master says that the want of knowledge of the pupils of the 2nd class was owing to the ill health of the 2nd Master, during whose absence for three months the class was under different masters for short

periods. The enlargement of the school building was completed during the year, and the pupils are now well accommodated. The branch schools sent twenty boys to the main school during the year. The Head Master speaks very favorably of Moulavi Karim Bakhsh, the Head Master of Branch No. I. Five students obtained employment during the year, two in the Post office, one as a Mohurrir, and two as Vernacular School Masters. These pupils had only reached the lowest class of our high school department. The Head Master acknowledges the help and encouragement he has received from the Local Committee.

54. This school is still below par. Three of the subordinate teachers have been removed, and the Head Master has been reduced from Rs. 175 to Rs. 150. Bharaich.

His pay is now more commensurate with the position of the school than it was formerly. The state of the school may be thus compared with its condition last year.

Year.	Passed the Entrance Examination.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.			Remarks.
							Rs.	Rs.	As.	P.	
1870-71.	...	14	44	153	211	83	579	23	11	9	
1871-72.	...	20	91	167	278	81	510	16	9	2	
Increase,	...	6	47	14	67	...	...	...			
Decrease,	...	...	...	...	...	2	69	7	2	0	

The increase has occurred solely in the branches.

The scholars of the main school have decreased from 123 to 102, and the fees at the main school, from Rs. 546-12 to Rs. 406-8. The percentage of attendance is low. Regarding the decrease of scholars at the main school, the Head Master says, that it is owing to the removal from the district of many boys the relatives of persons recently engaged in the Settlement, and to the fact that he has preferred to send beginners to the branch schools instead of admitting them in the main school.

The decrease in fees and the general state of the school is thus commented on by the Inspector.

" This great decrease is due mostly to the closing of the Land Set-
" tlement in Bharaich, and the consequent transfer of a great number of
" officers whose children or relations were at school. But the numbers
" in the branch schools have risen from 88 to 176, so that taking the
" whole school together there has been an increase from 211 to 278.

"The Branch Schools are most efficiently taught and should send "large numbers to the Main School in the course of a year or two, "unless the teaching in the main school be so much inferior to that in "the branches, that boys find their promotion a loss to them.

"There are 5 boys in the 1st class this year, and although they are "not very well grounded in the subjects prescribed, I think one or two "may pass. If the Head Master were as skilful as he is diligent, their "success would be pretty certain.

"There have been several changes among the Assistant Masters "during the year greatly to the benefit of the school. The present staff "is good."

The Head Master is also satisfied with his present staff of masters and especially commends Munshi Najm-ud-din and Pundit Vinayak Prasáda. He also speaks very highly of the benefit the branch schools have received from their respective committees. During the year two of the branch schools have been provided with suitable houses. When I first visited Bharaich about 18 months or 2 years ago, I found one of the so called branch schools containing 11 boys meeting in front of a Masjid, without any proper curriculum or registers, and without any organisation. The pupils of another so called branch school, 26 in number, I found without any proper habitation, seated in the sun and dust on mats by the roadside. Of all these 26 boys only two could read and write.—Now the schools are as efficiently organised as any schools in the Province, and so are all branch schools attached to High Schools. In some of the middle class branch schools, there is still room for improvement.

The general results at Bharaich are, that whilst High School education is advancing but slowly, middle class and especially primary education has made great strides. Bharaich is in population the third City in Oudh. At the close of 1870 there were but 140 boys attending Government schools, now there are 278. There has been improvement, but there are still a vast number of children growing up without any instruction.

Rái Bareli

55. The present and past state of the school may be thus compared:

Year	Passed the Entrance Examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71	1	43	74	114	231	78	707	25 3 7	
1871-72	2	51	77	134	262	80	720	22 3 2	
Increase.	1	8	3	20	31	2	13	...	
Decrease.	...	...	...	...	...	...	...	3 0 5	

The Inspector reports:—

"There has been satisfactory progress every way in this school. "The numbers have risen from 231 to 262, the average attendance from "78 per cent. of the number registered to 80 per cent., and the fees from "Rs. 707-2-0 to Rs. 720-8-0.

"Three boys presented themselves at the Entrance Examination of "whom two passed. There are 13 in the present 1st class. I inspected "the school in December, and at that time the boys had a great deal of "work to do in several subjects. But they had nearly a year before "them to do it in. The Head Master expects about half the class to be "successful.

"There are three Branch Schools in connexion with this school, all in "excellent order. They have during the year supplied 28 recruits to the Main "School, all well grounded in the Vernacular and knowing a little English."

The discipline of all these schools is excellent. The gentlemanly tone and bearing of the pupils are much to be commended. The Branch Schools meet in hired houses. Their accommodation is not good, and budget provision has been made for two cheap buildings. The Deputy Commissioner has kindly lent a portion of a building for a Boarding House, and the Chief Commissioner has approved of a scheme utilising the grant of the Thakurain of Semri for scholars from her own estate. The scheme proposes to erect a Boarding House and to provide Scholarships for boys educated on her property. Every High School is provided with a library. That at Rái Barelí now contains 499 volumes, of which 395 are in English, 12 in Persian, 62 in Urdu, and 30 in Hindí. Mr. Walsh reports that the boys use the library "and find the books of great assistance." The proportion of English books to Vernacular books may be esteemed considerable, but it must be remembered that every Deputy Inspector has a Vernacular Library from which books may be borrowed by Vernacular Masters. Mr. Walsh in his annual report commends all his assistants.

Eight boys who left the School during the past year obtained employment on salaries varying from 10 to 30 Rupees a month, and one youth was appointed a monitor in the Jais School on a small stipend.

The relations of three T'alukdars attend this School, they are Bhagat Singh, brother-in-law of Captain Golab Singh, Narayan Singh his nephew, and Puran Singh son of Sirdar Outár Singh of Bela Bhela.

56. The Inspector's report and the comparative statement of this School are as follows: Pratábgarh.

Year.	Passed the Entrance Examination.	Pupils in Upper Division.	Pupils in Middle Division.	Pupils in Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71	...	11	57	62	130	79	458	20 7 6	
1871-72	...	13	74	71	158	76	566	18 7 5	
Increase.	...	2	17	9	28	...	108	...	
Decrease.	...	...	...	...	...	3	...	2 0 1	

"There are now signs of revival in this School. The numbers have "risen from 130 to 158, and the average attendance from 108 to 120. "The fees have amounted to Rs. 566 against Rs 458 in the preceding "year.

"The improvement is due to the new Head Master, Mr. DeCruz, "who took charge in December. He has applied himself diligently to "his duties and hitherto with good results. But when a School has for "years been mismanaged as Pratábgarh School has been, it cannot be "reformed in a day. The boys lose their energy and love of work, and "their faculties are in a measure blunted. It takes a considerable time "to infuse a healthy spirit into the whole. If the lower and middle divi-"sions are well taught for a year, they will begin to fill the upper divi-"sion with pupils not only well grounded as far as they have gone, but "earnest hard workers. From the smallness of the town (if town it can "be called) it is impossible for Pratábgarh to equal other High Schools "in numbers, but there is no reason why it should be less efficiently "taught."

The former Head Master, Babú Chander Mohan Mukarjí, was quite unable to manage the school. But there are other causes besides bad management that depress the school. The people of the Pratábgarh District are poor. Pratábgarh and Bela together hardly contain above 6000 inhabitants.

The school library contains 357 volumes of which 155 are in the vernacular. The Head Master reports that he gives every facility for the scholars to take books from the library. There are two T'alukdárí pupils in the school, one of whom is irregular. The Head Master speaks well of his assistants with the exception of the fifth Master, and commends them for their diligence. The T'alukdárs Bábú Ajít Sing, Bábú Rai Mádho Prasada, and Bábú Mahesh Bakhsh Singh, all assist the Head Master, the first gentleman by allowing certain poor scholars from a distance to live in his Dhurmsála, and the two last gentlemen by paying the fees of indigent scholars.

Sultánpur.

57 The usual statement is :—

Year.	Passed the Entrance Examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71, ...	1	35	60	73	168	85	519	25 0 10	
1871-72, ...	1	40	78	77	195	84	508	22 7 10	
Increase,...	...	5	18	4	27	...	...	0 0 0	
Decrease,...	...	...	...	...	...	1	11	2 9 0	

The Inspector reports that "this school has made considerable im-
"provement in some respects during the year. The numbers have risen
"from 168 to 195, and the average attendance from 137 to 151. The in-
"crease in numbers is due to the establishment of a Branch School, but
"as it was commenced in December, it did not greatly improve the year's
"average attendance. The amount of fees collected has been only Rs. 508
"against Rs. 519 in the previous year. When I inspected the school in
"August I found the higher classes had been very ill taught, and was
"therefore not at all surprised that only one of the three candidates
"passed the Entrance Examination. Since that time the school seems
"to have improved, and as there are now 11 boys in the 1st class, 4 or 5
"may be expected to pass in December."

I visited and examined the school in March. All the classes did fairly, save the 3rd class. At the departmental general examination the classes did well. The 4th class boys failed in one subject, "translation," and in this subject I found the 3rd class, late 4th class, deficient. It seemed to me that the teacher did not prepare his lessons. The school house was enlarged during the year, and the accommodation is now sufficient.

The Head Master speaks well of his subordinates. The school committee assembled 3 times during the year. In previous year, it never met. The committee have granted a small sum from the school subscription fund for a boarding house, and the municipality have agreed to support a Persian Teacher. The Head Master mentions the encouragement given to the scholars by Dr. Franklin, who gave a prize to the best boy in history.

58. The Inspector closes his report with the following general remarks :—

General remarks by the Inspector on High Schools in the Eastern Circle

"From these details it will be seen that progress has been made in
"all the schools, and (except in fees at Bharaich) in all particulars. In
"none can great increase of numbers be now expected, as the towns
"where they are situated are too small to supply pupils for much larger
"schools of this class. And if these schools are compared with the
"schools in the Sadr stations of the adjoining districts in the North-
"West Provinces, we may very well be satisfied. In Goruckpur, Basti,
"Azimgarh, Jaunpúr, Allahabad and Fatahpúr, there is not a school
"that approaches Faizabad High School or surpasses Rái Barelí, not-
"withstanding the much greater population in most of these towns. But
"while the numbers are comparatively large, and the attendance good,
"much of the teaching in the High Schools is very unsatisfactory. It is
"not worse than in previous years, perhaps on the whole it is rather
"better. But when the schools were newly established, the classifica-
"tion imperfect, and the staff of assistant masters insufficient, great
"allowance for shortcomings could be made. Now that the masters
"are more favorably circumstanced, their teaching does not improve,
"English and Writing are perhaps the worst taught subjects. In the
"former, boys are not pressed to use their Dictionaries and work for
"themselves at home. The master does not question and cross question

"till he arouses thought and real interest in the work; he simply repeats "the translation or explanation and the boys do their best to commit it "to memory.

"There is no vigorous effort to understand, and the interesting "work of teaching, and the still more interesting work of learning both "become mere drudgery."

On school libraries and school accommodation Mr. Thomson reports :—

"Faizabad, Bharaich, Rái Barelí and Sultánpur have good school "libraries, those at Gonda and Pratábgarh are smaller. Neither masters "nor pupils avail themselves of these libraries so much as I could wish. "The boys are hardly able to read books of general literature considering "the multiplicity of subjects prescribed for class work, but the masters "ought to make greater efforts to keep up, if not to extend their know-"ledge."

"Except Faizabad all the High schools have now got good houses, "with plenty of accommodation. Both Gonda and Sultánpur were en-"larged during the year, Rái Barelí is rather small, but the want of ad-"ditional class rooms is most severely felt at Faizabad. Head Masters "are all careful to keep the grounds round the school clean and neat. "The grounds at Bharaich and Rái Barelí are admirably kept."

ZIL'A SCHOOLS, IN THE WESTERN CIRCLE.

59. The accompanying statement shows improvement under every heading :—

Year.	Passed the entrance examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of Attendance.	Fees.	Average cost to Government. per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71.	1	41	63	146	250	80	518	19 10 1	
1871-72.	3	36	111	135	282	80	526	18 9 6	
Increase, ...	2	...	48	...	32	...	8	...	
Decrease, ...	...	5	...	11	...	...	...	1 0 7	

The success of the school at the last entrance examination is creditable. The pupils have increased by 32, the increase being confined to the High School Proper and to the Middle School. The Fee receipts have increased and the cost to Government for each pupil has diminished. The percentage of average attendance is not so good as might be expected at a High school. There would perhaps have been greater improvement, had the school been taught by its full staff of teachers. But the Head Master has been very ill, and was necessarily absent during much of the year. His place is now filled by the 2nd teacher. All the staff seem animated by a common desire to improve the school and to render the

absence of the Head Master as little a loss as possible. Since the close of the year the Municipality have reduced their subscriptions to the Branch Schools from Rs. 20 to Rs. 10. Next year there will be only one branch. The city branch has no suitable place of assembly. Provision has been made in the budget for a school house. There are now upwards of 60 scholars at this branch. There is I am informed only one t'alukdár, Mr. Oomrao Singh, of Gulgulha, who lives near Unáo. He sends two of his sons to the High School. The Boarding House contains 25 boarders.

The boys of this Boarding House have opened a debating club.

The Officiating Head Master speaks well of his assistants, more especially of Moulavi Sadiq Ali, to whose exertions both the main school and City Branch are said to owe much.

The Head Master speaks favorably of the encouragement given by the School Sub-Committee.

I visited and examined the school in February. All the classes had been well taught. At the last Departmental Examination the school did very well. The 1st class boys, however, do not spell well in English, very few wrote correctly a passage dictated from a newspaper. In fact only 4 out of 10 passed. The 2nd class boys, however, did very well in writing from dictation. Great attention should be paid to English spelling. Many applications for appointments that I receive, even from Matriculated students, are disfigured by the grossest blunders.

The School building is excellent and the library fairly good.

60. The usual statement follows :— Bára Bankí.

Year.	Passed the entrance examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71.	1	37	56	154	247	85	595	18 11 8	
1871-72.	1	48	85	165	298	87	651	17 6 3	
Increase, ...	...	11	29	11	51	2	56	...	
Decrease, ...	...	...	...	...	...	...	...	1 5 5	

I was much disappointed at the result of the last Matriculation Examination. This school sent up six boys, but only passed one. Yet at the Departmental Examination 5 passed. So the University Examination in 4 instances reversed the result of the Departmental examination. In the whole of Oudh our Departmental results differed altogether in 7 cases from the results of the University, and four of these conflicting results were in the case of Bára Bankí. The Head Master thinks that the failure

of the Bára Banki students was due to their neglect of private study during the annual Dasahra vacation, that was granted as usual immediately after the examination. The educational department passed 23 boys and was doubtful about 3. The Calcutta University passed 19 including all the doubtful cases, and two that were rejected by us.

The pupils at Bára Banki have increased by 51, the increase being greater in the higher and middle departments than in the primary school. The fees also increased from Rs. 595 to Rs. 651, the average attendance has improved and the cost to Government per pupil diminished. The school is well conducted, and all the classes are well taught. Besides the annual written examination, each class was examined by me in December. The classes were all in good order, but the copy books of the 3rd class were neither good of their kind, nor had they been corrected by the teacher.

There are three branch schools. Only one of the three has anything like suitable accommodation. As might be expected the only branch that was in a thoroughly satisfactory state, was that for which there was decent accommodation. When I inspected this branch there were 60 boys present out of 73 enrolled.

Eleven boys obtained employment during the year, two in the educational department, one as a Local Fund clerk in the office of the Deputy Commissioner, two as Post Masters and five as Time Keepers on the Railway. The school was visited by the Commissioner of Division and by the Deputy Commissioner on two occasions. A Book Club has been commenced in Bára Banki by the native residents, and the Head Master of the High school is the Secretary. Meetings are held monthly and lectures are delivered. The first lecture was delivered by Bàbú Grish Chandra Ghose, the 2nd master of the school. A small mud building formerly used as a boarding house was destroyed during the heavy rains of last year, two houses have been rented for the accommodation of the boarders, until funds can be raised for a suitable building near the main school.

The school house requires enlargement.

The Head master reports that the School Committee met twice during the year. At the meeting in June the school was examined by the Committee.

The Head Master speaks favourably of his assistants, especially of Mr. Grish Chandra Ghose, and thanks for their assistance the gentlemen noted in the margin.

Mr. Harí Kishan, Extra Assistant Commissioner.
Mr. Háfiz-ud-dín, late Sadr Amín.
„ Ghulám Nabi, Pleader.
„ Amin ullah Tahsildár, and the Reverend Rajab Alí.

The school is popular and a great blessing to the town :—

61. The accompanying statement shows the bad state of this school. The only subjects for congratulation are, that the average attendance is good, the fee collections considerable, and the branch schools are fairly attended. But even the average attendance is only good in the branch schools. In the main school it was but 83 per cent. Sítápur.

Year.	Passed the entrance examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As. P.	
1870-71.	4	37	55	122	214	90	784	24 4 11	
1871-72.	...	29	61	217	307	90	833	18 0 11	
Increase, ...	...	...	6	95	93	...	49	...	
Decrease, ...	4	8	...	...	...	...	...	6 4 0	

Not only did no boys pass the last Entrance Examination, but the upper classes have been so negligently taught that I very much doubt whether any will pass either in this or the next year. As a rule the boys write English badly and spell worse. I observed on my last inspection in April, no evidence of earnest work. In the 1st class 3 boys out of 7 failed in English dictation, the translation books were exceedingly bad. Very little had been done, and not only was the translation often incorrect and uncorrected, but even the passage given for translation was incorrectly copied. In history only 3 boys did well. In Euclid 3 failed, and in fact the only subjects in which the pupils fairly acquitted themselves were Algebra and Arithmetic. The 2nd and 3rd classes were in an equally bad state. My personal examination fully bore out the results of the last Departmental Examination. Then only one out of 7 passed in the 1st class, in the 2nd class of 14 boys presented for examination not a single boy passed in English. In the 3rd class in the same subject only 3 passed out of 10, and in the 4th class only 7 out of 13. I then wrote seriously to the Head Master on the state of his school. I do not at all understand the reason of the slovenly teaching that now seems to prevail at this school, and which certainly will not be allowed to continue. The Head Master, Mr. Rám Chandra Bose, is one of the highest paid school masters in Oudh. He receives 200 Rs. a month, and he has had considerable experience in tuition. In the annual report for 1869-70, it was recorded "the zil'a "school at Sítápur has the advantage of a Head Master whose heart is "in his work and carries his fellow teachers with him." Again in the same report it was said "various Officers have recorded their apprecia-"tion of the Head Master, Bábú Rám Chandra Bose, and the school is "clearly in excellent hands." In the Departmental Examination of 1870-71 the school did fairly well, it is only during the past year that

the scholars have done so badly. The Head Master says that 75 per cent. of the school are foreigners. Sítápur is a very small place. Though it is the head quarters of a Division it does not contain 6000 inhabitants. The Head Master does not even think that the fee receipts at Sítápur will be so good in future as they have been; for many of the parents of those who formerly paid liberally, have left. The Head Master gives no adequate reason for the failure of the classes at the last examination. He pleads irregularity of attendance, the loss of some of his best boys, and the absence on leave of the 2nd and 3rd Masters. He mentions that within the last two months, three of the most promising pupils in the 1st class have left, two because their fathers have left the station, and one because of poverty. So also one of the 3rd class boys has been absent from long continued illness, But such trivial changes as these, are liable to happen in all zil'a schools in Oudh, and a school established in 1859, or 13 years ago, ought by this time to be independent of such changes. Better results will be achieved next year, or the teaching staff will have to undergo considerable modification. A boarding house has been rented by the municipality, and made over to the Head Master. There are now 11 boarders, and the fees paid by the boarders amount to 5 Rs. monthly. This sum is repaid to the municipality. The Committee do all in their power for the school.

The Tahzib-i-Sítápur of which the Head Master of the High School is one of the office bearers, continues, and its discussions are interesting and conducted with ability.

Hardui.

62. It is refreshing after the record of so many failures at Sítápur to turn to so well managed a school as Hardui.

The statement below shows, that the pupils have increased by 47, the increase being entirely confined to the upper department, the true High School, and to the middle department. The average attendance is also very good being 88 per cent. of the number enrolled. The fees have increased, and the cost of educating each pupil has fallen from 25 to 21 Rs.

Year.	Passed the entrance examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. A. P.	
1870-71	4	47	46	94	187	87	426	25 0 6	
1871-72	4	56	90	88	234	88	443	21 0 1	
Increase,	0	9	44	0	47	1	17	0	
Decrease,	0	0	0	6	0	0	0	4 0 5	

Four boys passed the Entrance Examination last year, and at the last Departmental examination the then 2nd class boys did so well that it is to be expected that at the next University Examination the pupils will again do well. They, however, require careful training in English. Last year the 1st boy from this school passed 3rd of all the entrance candidates from the whole of Oudh. The 2nd boy was passed by Canning College, the 1st by the Martiniere and the 3rd by Hardui. Two of the 4 successful candidates at the entrance examination passed in the 1st Division, and two in the 2nd. Hardui is the only one of the High schools that this year I have not visited and examined. The increase of 53 boys in the upper and middle division is owing partly to the transfer of boys from the Anglo-vernacular schools of Mallawán, Sháhabád, Bilgrám and Sandíla, all of which act as feeders to the Main school, and partly to the promotion of boys from the branch and primary division of the Main school. Sítápur is unfortunate in not having so many feeders. It has but one, that of Biswán, and no boys this year obtained scholarships at Biswán, and so none went to the Main school. Of the 4 boys who passed the Entrance Examination, three are reading at Canning College, and the 4th is now officiating as 3rd master of Hardui, the Head Master being absent on leave on medical certificate. The second master Mr. Prayanáth Básu, is now acting for him. Mr. P. Bose joined on the promotion of the late second master to the Deputy Inspectorship of Gonda.

I have already mentioned that the 2nd class did well at the last general examination. The remarks made by me in the printed results of the examination of the several classes were as follows :—

1st Class. A very good class and highly creditable to its instructors. This remark was confirmed by the University Examiners, who passed 4 students, two in the 1st Division.

2nd Class. A very good class, all may be promoted. The Director of Public Instruction, wishes the Sítápur masters would emulate the teachers of Hardui, Bára Banki, and Lakhimpur, and produce equally good results.

3rd Class. All these pupils may be promoted. The state of the whole class is highly creditable to pupils and teachers.

4th Class. A very good class, not a single boy has failed. Maya Prashad has done excellently, besides receiving a prize for general proficiency he will obtain a special prize for translation and proficiency in Persian. The remaining classes examined by the teachers did very well, and deserving boys received promotion. A boarding house is very urgently required. There are so many out-station pupils, 14 pupils having joined from the village schools alone, that for their accommodation it has been necessary to hire 3 different houses. It would seem that a single house sufficient for all the boarders could not be hired.

Of the three branch schools the best has sent 14 pupils to the Main school this year. The 2nd branch has sent 4, and it is expected that about next October 5 boys will be ready to join from the 3rd branch.

63. This school is a good High school as will appear from the accompanying statement. Lakhimpur.

Year,	Passed the Entrance Examination.	Pupils in the Upper Division.	Pupils in the Middle Division.	Pupils in the Lower Division.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
							Rs.	Rs. As P.	
1870-71, ...	4	26	43	89	158	80	376	24 14 2	
1871-72, ...	3	22	63	84	169	88	401	25 4 1	
Increase, ...	...	...	20	...	11	8	25	0 5 11	
Decrease, ...	1	4	...	5	...	...	...	...	

There are not, it is true, many pupils in the Upper division, but both that and the Middle division have been excellently taught. The school has been seriously inconvenienced from the want of proper school accommodation. The Main school required repair last year, was unroofed just before the rains, no wood for the roofing was forth-coming, the rains came on, the walls never well built, suffered; and the building has now been condemned. The Main school meets in a Bangalow hired at a cost of 30 Rs. a month. It will be seen that the attendance and Fee collections have increased. The increased cost is owing to the necessity of hiring a Bangalow for the accommodation of the school. Of 4 boys sent up for matriculation 3 passed, two in the 1st Division and one in the 2nd. The 4th boy failed in mathematics. His failure was expected. The three boys that passed have all joined Canning College. The school was visited during the year by the officers noted in the * margin. The Inspector also visited the school, and I personally examined all the classes in April last. All did exceedingly well, Mr. McMinn during the year gave several good prizes both in money and books to the best pupils, and many valuable books to the School library. The School or Sub-Committee was organized in October last and it has since assembled three times. The library is, the master reports, in good order. 93 volumes have been added during the year, of these Mr. McMinn, gave 17. There are now in the library 380 volumes. With my consent, subscribers to the library are allowed to use the books. To the 31st of March last the subscriptions amounted to Rs. 60-4-0. With this sum additional books can be purchased.

* The Chief Commissioner, Major Wilkinson, Deputy Commissioner, Captain Erskine, Mr. McMinn, Settlement Officer, Mr. Blennerhassett, Lieutenant Wyllie, Assistant Commissioner, Syud Gholam Hyder Khan Bahadur, Extra Assistant Commissioner, The Rajah of Oel, The Thakur of Mahewa, Mr. Anthony, Raja Jung Bahadur Sah of Khairagarh.

The Branch School at Kherí is doing well. It has recently been made a Grant-in-aid school, two-thirds of its cost being paid from Fees and one-third from the Grant. During the year the branch sent up nine boys to the Main School.

The boys are said to have been very well behaved during the year and the Head Master speaks in very favorable terms of his assistants.

SECTION IV.—B. Middle Class, Anglo-Vernacular Schools.

There are only eleven Government Anglo-Vernacular Middle Class Schools in Oudh, the others being Tahsíl or Town Schools with aided English Departments.

64. There are now 19 Anglo-Vernacular Middle Class Schools in this Province. When the department was first formed the Government of India in Resolution No. 1087, Financial Department, dated 29th June 1864, sanctioned 11 Anglo-Vernacular Tahsílí schools. It was understood in terms of the Despatch of the Secretary of State for India No. 8, dated 16th March 1864, that "a zil'a School is as a general rule to "be maintained at the principal station of each district, so a Tahsílí "school should be maintained by Government in each Tahsíldári, gene-"rally at the Head Quarters of the Tahsíldár." The Educational Department in Oudh then commenced with zil'a Schools, whose state and progress have already been described, 11 Anglo-Vernacular Tahsílí schools and with one Vernacular Tahsílí School at the Head Quarters of every Tahsíldár. But the despatch already quoted went on to say that whilst the one per cent. school fund should be expended *only* on the support of Village Schools and Normal Schools required for the training of village school masters, the Secretary of State was not disposed to require that the whole cost of providing town schools should be thrown upon the Local Community, but that the establishment of such schools would be left to the inhabitants under the operation of the Grant-in-aid rules. This also seemed to imply that the improvement of the Vernacular Tahsílí schools where established, would be left to urban inhabitants under the Grant-in-aid rules. Accordingly subscriptions were raised and English departments were added under the Grant-in-aid rules to 7 other schools, namely to those of Bilgrám population 11,500, Sandíla population 15,500, Tánda population 13,500, Nawábganj population 6,000, Rúdauli population 12,500, Rám Nagar population 5,700, and Golágokarn.

When therefore the Officiating Secretary, Government of India, in his No. 39 dated 31st January 1871, in review of the Educational Report of Oudh for 1869-70, said in para 18, that "instead of 18 schools of this "class you might consider whether one for each district or 12 in all "would not be ample for the requirements of the Province," it was probably not remembered that there were less than 12 purely Government Anglo-Vernacular Middle Class Town Schools, only 11 such schools in fact, and that the remaining 7 schools were simply those Vernacular Tahsílí schools contemplated in the despatch of 1854 with Grant-in-aid departments added in accordance with the spirit of the Despatch from the Secretary of State for India, dated March 1864, already quoted, and sanctioned by the Government of India. During the past year, and also with reference to the same despatch and in connection with the letter No. 300, dated 7th August 1871, from the Government of India on Mahomedan education, a Grant-in-aid department has been added to a Town school at Kakori. Kakori is the 20th town in Oudh and contains upwards of 8,000 inhabitants, principally Sheikhs. In former times some of the ablest Mahomedan officers in India were here educated. The people were highly prosperous and as education was then understood, well educated. But no Imperial Government school was ever

An aided English Department added to the Kakori Vernacular School.

opened, and it would perhaps have been impolitic to have attempted as suggested by the Secretary of State, to raise a special Educational Fund by assessment or town duties, amongst a Mahomedan population very poor, suffering from the decadence of all Mahomedan powers in India, and not accustomed to our system of tuition and to western science. At the same time, it was manifestly impossible to allow the children of more than 8,000 persons to grow up in ignorance, and so a small sum was set aside from the Rural Cess to open in this Mahomedan town a Primary School. The Primary School succeeded fairly, the people of Kakori are naturally clever, and the school was raised to the town school grade, but was still supported from the Rural Cess. Thus contrary to all rule, a fund designed for the education of a rural populatinn was expended on Urban Mahomedans. But in the absence of any educational town rate there were two evils. It was either imperative to allow large numbers to grow up in ignorance, or to infringe a rule regarding the expenditure of the Rural Cess, that is for the most part salutary. The school became one of the best town vernacular schools in Oudh, and last year the chief inhabitants met together and promised a subscription of Rs. 25-8 monthly if an English department were added to the existing vernacular school. Their request was entertained, a special curriculum in which more than usual prominence was given to the study of Arabic and Persian was framed, a fee of not less than eight annas was prescribed for every student who should join the Arabic and English department, and there are now after a few months, 27 boys learning English *and* 12 Arabic, under a competent Mahomedan gentlemen who is himself not only acquainted with English, but is also a good Persian and Arabic scholar. The school is managed by a Committee of whom the President is Mr. Muhammad Imtyaz Ali. It is stated above, that it would have been impolitic to have attempted to raise a special town rate for education in Kakorí, but at the same time it is not now convenient to support this town school from the Rural Cess. Accordingly the Local Rate Committee were asked to give a small sum for the support of this Vernacular School, this they kindly did, but the amount was subsequently removed from my budget.

I trust that I have now explained how it is that we have 19 Anglo-Vernacular Town Schools in Oudh.

Subscriptions to Middle Class Anglo-Vernacular Schools have in some cases, owing to the levy of the New Local Rate, been withdrawn.

65. There is one other point. The T'alukdárs, I believe voluntarily, agreed to the imposition of the new rate now levied under Act XVII of 1871. One of the declared objects of the rate was the support of education. The land-holders of Hardui so soon as the cess was levied declined to pay any thing more for the support of the Aided English departments of the Bilgrám and Sandíla schools. Accordingly the Local Rate Committee of Hardui were solicited rather than that the English Departments of schools in such populous and important towns should be closed, to support them.

Satisfactory condition of the Sandila and Bilgrám Schools.

This they agreed to do, and you with your No. 0 dated 29th February, forwarded to me the proceedings of the Local Rate Committee, apportioning a sufficient sum for the support of these schools. When my remarks on the Sandila and Bilgrám Schools are read, I think it will be

apparent, that the grant of the Local Rate Committee has not been misapplied. The schools are excellent feeders of the Hardui High School, now, mainly in consequence of the support it draws from the Middle Class Anglo-Vernacular Schools in Hardui, one of the best in Oudh. The school at Bilgrám, the 12th town in Oudh, with a large Syad population, commenced the year with 161 pupils and ended it with 212, the cost to Government of educating each pupil falling from Rs. 6 to Rs. 4. The school at Sandila the 6th town in Oudh, commenced the year with 169 pupils and ended with 301, the cost of educating each pupil falling to 3 Rs which is less than the cost of educating a pupil in a Vernacular Tahsílí school in the North Western Provinces. In those Provinces in 1870-71, the cost to Government of educating each pupil at a Government Vernacular Tahsílí school was Rs. 4-2. Moreover female education has commenced very successfully at Sandíla.

Progress of female education in Sandíla.

Last year there was not a single girls' school, now there are 5 with 127 pupils enrolled. These girls' schools are managed by the most respectable gentlemen in Sandíla, and the Committees themselves voluntarily asked that the schools might be inspected by the Head Master of the Anglo-Vernacular School, though the pupils are for the most part Mahomedans, and the Head Master is a Hindú gentleman. Under these circumstances it will not perhaps be said that the people of Sandíla and Bilgrám are opposed or even indifferent to education, because their principal inhabitants are too poor both to pay the new Rate and to continue to subscribe to the English departments of these schools. They pay fees, and the collections increased at the two schools from Rs. 298 to Rs. 356. I trust then that the Chief Commissioner will be able to approve of the support of these schools from the New Local Rate, when I shall have the honour to submit a formal application for the continuance of the grant. The discontinuance of the English departments of these schools would be disheartening to the large Mahomedan population of these places, who by their continuance, can hope to send their children to join the High school at Hardui, and ultimately to continue their studies at Canning College; and would have an injurious effect on the Hardui High school which they feed Perhaps now the discontinuance of these English Middle Class Schools would be opposed to the Despatch No. 6 of 1862 from the Secretary of State; in which it is said with great liberality and breadth of view, that though it was contemplated in the despatch of 1854 that a time might come when many existing Government Schools might be discontinued, and the work of education to a greater extent carried on by private aided institutions, yet that "Her "Majesty's Government are not willing that a Government School "should be given up at any place where the inhabitants shew a marked "desire that it should be maintained."

Government Schools are not to be closed at places where the inhabitants shew a marked desire for their continuance.

It is not necessary that I should discuss the remaining Middle Class Schools as they were established with the sanction of the Government of India, and may be continued, so long as they are in good order and act as feeders to the High Schools. It will be possible, however, to reduce Inhona to a Vernacular Town School grade without injury it is thought

to education, and I am now corresponding with the Inspector, Eastern Circle, on the subject. The population of Inhona is less than 5,000.

Comparative Statistics of Anglo-Vernacular Middle Class Schools.

66. The comparative statistics of these schools for the last eight years may be thus shewn.

Institutions.	Year.	Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial Fund.	Cost per pupil. Total Cost.			Cost per pupil. Cost to Government.		
							Rs.	Rs.	Rs.	Rs.	As.	P.	Rs.	As.	P.
Anglo-Vernacular Town Schools.	1864-65	18	1,548	...	972	...	541	20,344	13,472	20	14	10	13	13	9
	1865-66	19	1,907	1,714	1,424	83	1,056	28,590	19,455	20	1	3	13	10	7
	1866 67	19	2,072	1,899	1,593	83	1,186	25,938	17,168	16	4	6	10	12	5
	1867-68	20	2,258	2,174	1,716	78	1,581	32,020	23,284	14	11	8	10	11	4
	1868-69	19	2,164	2,149	1,775	82	2,043	30.510	22,348	13	15	0	10	3	4
	1869-70	18	1,840	1,965	1,599	81	1,945	26,809	20,389	13	10	3	10	5	11
	1870-71	18	2,214	2,096	1,678	80	2,054	25,306	19,333	12	1	2	9	3	7
	1871-72	19	3,180	2.968	2,403	81	2,367	27,669	19,728	9	5	2	6	10	4

Or if we omit the Kakori School, there has been an increase in the 18 long established schools, of 861 pupils or of about 40 per cent. on the number enrolled last year, and a decrease in the cost per pupil from Rs. 9-3 to Rs. 6-12. If we include the new school at Kakori, then the numbers have increased by 966, and the cost to Government per pupil has diminished to 6-10.

Departmental Examination of Anglo-Vernacular Middle Class Schools.

67. The 1st classes of these schools were examined by written questions last September. The result of the last examination is shown in para 45. The 1st classes of the Darriabad, Colonelganj and Atroula schools did excellently by obtaining more than 60 per cent. of the number of marks, allotted. Those of Púrwa, Akbarpúr, Sandíla, Golágokarn, Tánda did well, obtaining more than 50 per cent. of the full number of marks. Rúdauli, Rám Nagar, Haidargarh, Biswán, Sháhabad, Muhammadi did fairly, obtaining more than 40 per cent. of the marks allotted; whilst Jais, Inhona and Nawábganj all barely passed. The English department of the Inhona school will be closed. It is a place of little population. I hope to make the Nawábganj school a Grant-in-aid school, the Municipality have promised a subscription, and in addition some of the towns-people have agreed to subscribe. Nawábganj being a town of more than 6,000 inhabitants ought to have a good Middle Class School, if only the necessary local support is forthcoming. Jais is a large Mahomedan town, and, as will be seen from the Inspector's report, the school has improved since the September examination. Considering the high pay that the Head Master of Sháhabad receives, the 1st class of that school ought certainly to have done as well as that of Darriabad. The remaining classes of these schools were examined by

their respective teachers and promotions were made. The present number of scholars according to the several standard or classes, as compared with the numbers in the several classes of previous years may be thus shewn.

Classification of Anglo-Vernacular Middle Class Schools.

Institutions.	Year.	Number of Institutions.	Number of pupils in classes.								Remarks.
			Extra class or 3rd class of the zil'a School Curriculum.	I.	II.	III.	IV.	V.	VI.	Total.	
Anglo-Vernacular Town School.	1864-65, ...	18	...	21	150	328	397	652	...	1,548	
	1865-66, ...	19	...	115	245	412	448	687	...	1,907	
	1866-67, ...	19	...	81	192	276	528	995	...	2,072	
	1867-68, ...	20	...	84	218	285	547	1,124	...	2,258	
	1868-69, ...	19	...	146	189	336	517	976	...	2,164	
	1869-70, ...	18	...	147	209	291	489	704	...	1,840	
	1870-71, ...	18	...	190	233	290	569	932	...	2,214	
	1871-72, ...	19	28	222	256	421	595	751	907	3,180	

There has been considerable improvement, especially in the 3rd class, which has nearly doubled. It will be observed that a 6th class has been opened. Previously the 5th class contained both readers and non-readers. Now no boys are promoted to the 5th class until they have mastered the alphabet both orally and in writing, and in fact not until they are ready to commence to read. The exact knowledge of all the pupils can be ascertained by comparing the standards with the curriculum. The curriculum is, as I have before stated, very exactly observed, and pupils are not promoted, save when they deserve promotion, and only after examination.

Progress.

68. The comparative progress in each school appears from the statement of standards or classes given in the appendix.

I was obliged to give a special curriculum to Kakorí, owing to the fact that some pupils did not wish to pay a fee of eight annas and learn English, but desired to continue their studies to the 1st class of a Vernacular Middle Class School. This is the reason why the English departmental standards are shewn separately from the Urdú-Persian Departmental standards. Ramnagar is a very poor school. The English department is aided, and costs the State but Rs. 20 a month.

The population of Ramnagar is nearly 6,000, so I hesitate to withdraw the grant. The school is entirely managed by this department. A new Head Master has been appointed, and another year's trial may be given. I proceed now to discuss the state of each school.

Anglo-Vernacular Schools, Western Circle. Kakorí.

69. This is a very large town containing upwards of 8,000 inhabitants, chiefly Sheikhs. In the absence of any Urban Educational Rate, or Municipal collections, it was necessary to establish a Primary School here, and to support it from the Rural Cess. This school made such progress that some years ago it became a Vernacular Town School, but was still

supported by the Rural Cess. During the past year the principal Mahomedan residents of Kakorí raised subscriptions aggregating Rs. 25-8, per mensem, and solicited that an Anglo-Arabic branch might be opened in connection with the Primary School there established.

There were two objections to this proposal.

1*st.* It became necessary to continue the expenditure from the cess on the Primary School at Kakorí, to use a fund for rural education in the support of an Urban School.

2*nd.* Kakorí not being far from Lucknow it would have been better if the Mahomedan gentlemen of Kakorí had sent their children to learn English at Canning College, rather than to have opened an Anglo-Vernacular School at Kakorí.

But the Mahomedans of Kakorí said their children were too young to send to the School department of Canning College. They could not leave them in so large a city as Lucknow, with no special person to look after them, neither could they afford to pay an "Atáliq" or governor. It was also urged that if they waited until their children were old enough to send to Lucknow, much precious time would have been wasted. They desired their boys to be grounded in English, Persian and Arabic, at Kakorí, and afterwards when of a suitable age they wished them to complete their education at Canning College.

The Government of India, in Resolution No. 300, dated 7th August 1871, strongly urged that special attention should be paid to the education of Mahomedans.

Kakorí is a very large and ancient town whose inhabitants have long been celebrated for their Persian and Arabic acquirements. It was thought wise then to accede to the wishes of the subscribers and to open an English department in connection with the Primary School for the education of the sons of Mahomedan gentlemen residents of Kakorí. At the same time it was arranged, that the establishment of this English department should not alter the character of the present Vernacular School established in Kakori, for the primary education of its inhabitants. It was also arranged that every boy who studied only in the Anglo-Arabic Department, should pay a fee varying from 8 annas to one rupee a month, that every scholar who studied English and Urdú, should pay a monthly fee of at least four annas, and that every scholar who attended only the Primary School should pay a fee not exceeding two annas. It was arranged that a subscriber of eight annas monthly might nominate a relative to attend school, and that this subscription would be considered as that boy's fee. At the close of the year the scholars had increased from 78 to 95, and the percentage of average attendance from 71 to 84. The total cost of educating each pupil has risen from Rs. 3-6 to Rs. 5-10-5. There are now twenty-seven boys studying English, thirty boys studying Persian, and nine Arabic. The primary department is not nearly sufficiently developed, and great care will have to be taken that the richer children do not absorb the whole attention of the teachers to the neglect of the

mass. The Head Master is Syud Rashid-udin, who has passed the matriculation examination of the Calcutta University, and the F. A. examination of Lahore University College. He is a good Persian scholar. The sum credited as fees, the English department was only opened in January, was Rs. 20 and the subscriptions amounted to Rs. 204. A commencement has been made. The school committee, particularly its managing member Maulavi Imtyaz Ali, are not inactive, and if proper care be taken of this school, I do not doubt but that it will be possible actively to interest the Mahomedan gentlemen of Kakorí, in the intellectual advancement of their countrymen.

70. There are now two branches to this school. The pupils have increased from 169 to 216, the average attendance from 74 to 75 per cent. of the number enrolled, and the cost to Government per pupil has fallen from Rs. 10-7-0, to Rs. 7-8. The fee collections have also increased from Rs. 118 to Rs. 158. It now as respects fees, occupies the 5th place amongst Anglo-Vernacular Middle Class Schools, Shahabad occupying the 1st place. The classification has also improved. At the annual examination all the classes did well save the 5th, and the teacher of this class has been sent to the Normal School. I visited this school in March, and personally examined the first four classes. All the pupils did well. The Copy books and Common place books of the pupils were excellent. A large number of these books have been made up by Munshi Nawul Kishore at the request of Mr. Durga Prasada the Inspector, and are now for sale. The school was twice visited by the Inspector. The untidy state of the class rooms, of which I had to complain last year, had been rectified, and I found that the school had improved in every respect, in attendance, scholarships, fees, numbers and appearance. It is worthy of remark, that only *two* Mahomedans attend the Main School. The Head Masters of both the branch Schools are Mahomedans, and in these schools are several Mahomedan boys, who as time progresses will be advanced to the Main school. There is a good school building. But it has not received the usual annual repairs. It is on the books of the Public Works Department. The Sub-committee of the school met six times during the year, and raised a fund to provide indigent scholars with books. Sheikh Khuda Bux, Inspector of Police, is a particularly active member of the Committee. Púrwah.

71. This school has not done so well as I anticipated. The head master was absent on leave for three months. This may have affected the school. However, there has been some improvement. The classification has improved, the numbers have increased, from 266 to 287, and the percentage of average attendance is now 83. In the previous year it was 82. But the fees have decreased from Rs. 240 to Rs. 232. This decrease small though it is, ought not to have occurred. It was occasioned by closing one of the five branch schools and by the transfer of certain pupils to the Hardui high school, one of whom used to pay Rs. 2 a month and the other 8 annas. The cost to Sháhabad.

Government of educating each pupil has fallen from Rs. 6-10 to Rs. 6-9. The Inspector when he visited the school in March was not satisfied with the results of his personal examination, nor did he think that the Branch Schools had been efficiently supervised. As Pandit Jawala Prashada the Head Master is one of the highest paid Middle Class School Masters in Oudh, these defects will not be allowed to continue. He says that the under masters neglected their work during his absence on leave, when the school was placed under the charge of Babú Jagan Náth Prasada a very experienced teacher. At the last annual examination 8 out of 10 of the 1st class boys passed well in all subjects save in mathematics and in translation. In these subjects the pupils were somewhat deficient, but not sufficiently so as to stop their promotion. Seven of the eight passed boys are now attending the Hardui High School. Shahabad has an excellent school house, and the usual annual repairs have been executed. The Sub-committee met regularly during the year. Mr. Mahomed Amír Khan one of the members, allows a Branch School to assemble in a portion of one of his houses. This branch now contains 64 pupils. The Inspector speaks favourably of the influence exerted by the tahsíldár. I regret to record the death of Nawáb Husain Ali Khan t'alukdár, who was an influential member of this Committee. In this town there are no less than 1,800 houses occupied by Brahmins, yet Brahmins are not sufficiently represented at the Main school, though a special Nágri teacher has been retained ever since September for the instruction of their children.

Bilgrám.

72. At the last general written examination, nine boys of the first Class of this school were examined. All passed and three obtained scholarships, and five of those who passed are now studying at the Hardui High School. A sixth has left school in search of employment, a seventh is now acting as an assistant master, and the remaining two still continue their studies. The other classes examined by the masters also did well. In fact the school has much improved. The pupils have increased from 161 to 212, the fee collections from Rs. 153 to 165, and the percentage of attendance is the same as last year being 82. The cost to Government of educating each pupil has fallen from Rs. 6-1 to Rs. 4-5. The Head Master thinks that the numbers and attendance will still further increase. The classification has much improved. The Inspector examined the school in March. The 1st class boys were then somewhat deficient in mathematics, and generally the pupils of the lower classes required practice in spelling, writing and Arithmetic. No doubt before the next general examination deficiencies of this kind will not exist, and the pupils will be ready for promotion. The school building is said to be in good order. The annual repairs have been executed, and a good approach to the school house which is built on a bank, mound or hill, has been made. The middle classes of Bilgrám are exceedingly poor. Here as at Malihabad many subsist by pulling down and selling the bricks of the houses built by their ancestors. I think that for such large towns as Bilgrám and Sandila, with a large but poor middle class, chiefly Mahomedans, some special scholarships should be attached to the school, so that the children of poor but respectable people may be able to prosecute their studies.

We have no town educational funds, and of all the towns in Oudh, the municipalities of only nine contribute anything for education. The Sub-Committee assembled seven times for the transaction of business connected with the school. Mr. Syud Muhammad Ashraf, and Mr. Syud Wasí Haidar, T'alukdárs, and the Tahsíldar Mr. Rai Buldeo Bux, have interested themselves greatly in the school. The head master speaks favourably of his subordinates.

Sandilá.

73. The progress that this school made during the year under review is really surprising. The numbers have increased from 169 to 301, the average attendance from 89 to 91 per cent. of the pupils enrolled, the fees from Rs. 145 to Rs. 192, and the cost to Government per pupil has diminished from Rs. 4-12 to Rs. 3-1 the total cost having fallen from Rs. 8-5 to Rs. 6-5. The classification has improved. In the three classes of the upper division of the school are now 58 pupils, last year there were 47. At the last annual examination all the 1st class boys, 12 in number, passed successfully, and the lower class boys were most of them fit for promotion. Of the 12 first class students who passed, two went to the zil'a school Hardui, two to the Agra Mission School, and two obtained employment. The remaining six still carry on their studies at the main school and hope to compete for scholarships at the next annual examination. The Government School house has been under repair for the past two years. At the close of the year the repairs were not finished. The head master reports that they are proceeding and hopes that they will be finished before the rains. The school meets and has met for about two years in a hired house. The school Committee assemble once a month, and the members Maulavi Azim Alí, and Munshí Sheo Sahai, are especially active. I have already mentioned that there are five girls' schools containing 127 pupils under the management of the Committee and the head master. The school was examined in March last by the Inspector, who found all the classes going on well. The head master Mr. Munna Lal has worked hard during the year, and the results of his labours are excellent. He speaks very favourably of the assistance he has received from his Assistant, Munshí Bihari Lal.

Biswán.

74. During the year the new school house was completed. The school was formerly held in a nazul building, this will now be available for a branch school, and will give excellent quarters to the teachers. The school has not increased much during the year. There are now 160 enrolled, at the close of the previous year there were 128. The average attendance is 83 per cent. of the number enrolled. The fee collections amounted to Rs. 150. There has been no increase in fees. The classification has improved. At the last general examination nine out of 11 boys in the 1st class passed. But none obtained sufficient marks to receive scholarships. They were beaten by boys from other schools. As all of the boys were too poor, to attend the Sitápur Zil'a School, without scholarships, and as the head master said he could arrange for the instruction of an extra class without neglecting the lower class pupils, I consented to the formation of an additional class in which there are now 10 pupils.

All the other classes with the exception of the fourth did well at the general examination. In the first four classes of 72 enrolled, only 10 were left unpromoted. The school was examined by the Inspector in March. He reports that the translation from Urdu into English of the boys of the two higher classes was not good, and the boys of the lower classes were not well grounded in English. The school Committee have not been active, Thakúr Balwant Singh, died last November, and his place has not been filled up. Thakúr Gumán Singh Talukdár of Rampúr, lives too far off Biswán ever to visit the school. He should be removed from the Committee. The Committee only held one meeting during the year. I have directed the Inspector to reorganise the Committee, and to submit the names of proposed members to the Deputy Commissioner.

Muhammadi.

75. The members enrolled have increased from 120 to 160. But the percentage of average attendance has fallen from 83 to 81. The head master attributes the decrease to the heavy rains of last year, which prevented the attendance of boys from the neighbouring villages. He expects the attendance to improve. The fee collections have increased from Rs. 148 to Rs, 196. The classification has improved. The highest class now contains double the number of any similar class in any similar school. This is very good. At the last general examination 12 out of 14 boys passed in the 1st class. One boy obtained a scholarship. Two boys of these that passed joined a high school. Two boys of the 1st class received special prizes for the excellence of their Persian papers. The remaining classes did well at the general examination, 67 out of 105 receiving promotion. There were fewest promotions in the lowest class, many of the boys in that class being new comers. The Inspector reports that in February last when he examined the school, the school boys in the 1st and 2nd classes did not do well in English. The lower classes passed satisfactorily. When the higher classes are filled with pupils, there must be some diversity in their attainments, as each pupil cannot receive the same amount of individual attention, as when the class is smaller. It is better however to pass 20 out of 32 in a first class, than to have a 1st class consisting of only some 10 boys and to pass them all. The average cost per pupil has decreased. It has already been mentioned that 2 of the 12 boys who passed in the 1st class joined a High School, two others sought and obtained employment as School Masters, and the remaining 8 still continue their studies. The Head Master Mr. Muhammad Sajjád, complains of the inertness of the School Committee. As Muhammadi is the Head Quarters of a Tahsildár, himself the President of the Sub-Committee, there should be no want of energy. The Committee only assembled 3 times during the year.

The main School building was thoroughly repaired during the year by the Public Works Department. The branch School buildings were repaired by this department. The School was visted by the Deputy Commissioner, Major Wilkinson, and by the Assistant Commissioner, Mr. Wyllie. Both expressed their entire satisfaction with the school, the appearance and attendance of the pupils, and the cleanliness of the school,

rooms. Mr. Muhammad Sajjad, the Head Master is a very respectable painstaking gentleman, and I think the School will do well under his management. He speaks well of his assistants.

Golágokarn.

76. This is a Vernacular Town School, with an Aided English Department. It is at the Head Quarters of a Tahsíldár. The School is much in need of proper accommodation. The old School house was burnt down in June 1870. The School now meets in a borrowed house. The numbers have increased at the Main School and branches from 89 to 189. The percentage of average attendance has improved. It is now very good for a School of this class in so far removed a spot, being 81 per cent. of the average number enrolled. The fee collections have slightly increased. The total cost of educating each pupil has fallen from Rs. 13-5 to Rs. 7-4, and the cost to what was once the Imperial Budget allotment from Rs. 6-2 to Rs. 2-13. The cost of this School and its branches is now hardly greater than that of a Primary School. The classification has improved but slightly. There are too few boys in the higher classes. Still as the maintenance of the English Department costs the State nothing, and the Secretary of State in his Despatch No. 8 of March 1864, accepted the principle that the Government, would maintain a Vernacular School at the Head Quarters of each Tahsíldár, I recommend no change. The influence of the Head Master in extending primary education, and his supervision of the branch Schools are valuable. At the last annual examination all the five boys in the 1st class passed. Two are now reading at High Schools and the others have obtained employment. Although the School and its branches have done well, yet the Main School alone has not prospered. The numbers have fallen from 89 to 79, and the percentage of attendance during the year was but 79. The Head Master attributes the poor attendance at the Main School to the prevalence of fever. The pupils at the last examination held by the Inspector did not do well. One T'alukdár's son reads at this school The name of the boy is Raza Husain, he pays a fee of Rs. 2 monthly, but is irregular. During the year the 3rd Master Pandit Gya Prasádá died of fever. The Head Master is satisfied with the work of his Assistants. The Head Master also particularly mentions the assistance he received during the year from Mr. Ganga Prasádá, the Tahsíldár now transferred to Muhammadí, and from Mr. Deví Prasádá the "Peshkár." The other Members of the Sub-Committee are said to have rendered little aid.

Haidargarh.

77. The numbers have increased from 82 to 106, the percentage of average attendance from 63 to 71, the fee collections from Rs. 108 to Rs. 140, and the total cost of each pupil has fallen from Rs. 14-15 to Rs. 12-7, the cost to the old Imperial Budget allotment has decreased from Rs. 13-2-0 to Rs. 10-1-0. At the Annual Examination the 1st class sent up six pupils, all passed, and one obtained a scholarship, five of the six now attend the High School, Bára Bankí, and the sixth is employed as a School Master. The junior classes were examined by the Head Master and his Assistants, and are reported to have done well. It might seem from the above that the school was in a very good state. But if the returns be scrutinised, it will be seen that the increase in numbers is due simply to the opening of an additional branch. The attendance

at the Main School is very poor, and in the first three classes are only 33 pupils against 34 of the previous year. As Haidargarh is a place of no great population, I should have proposed the school's relegation to the Vernacular Town School grade, had it not sent up so many pupils to the Bára Bankí High School this year. As it is, I have directed the Inspector to correspond with the School Committee, and to ask the Members to shew cause why the study of English should not be discontinued. The Committee are very active, they raised a subscription of Rs. 30 to maintain an indigent scholar, and generally have fulfilled the duties of a Committee. The Inspector speaks highly of the services on the Committee of Múnshí Shiam Biharí Lál, Tahsíldár, Chowdrí Nisár Ahmed, Kanúngo, Lalla Prabhú Dyalá and Mahomed Haidar Alí Khán, Manager of the Court of Wards. Mr. Lalla Prabhú Dyala even assists in the periodical examinations of this school, he was educated at Haidargarh. The Committee held a special Meeting on the 27th January, at which a lecture was delivered on the advantage of education by a Mahomedan gentleman Mr. Abdúl Qadir Khan. The lecture was published in the Educational Gazette. The Head Master speaks well of his assistants.

Darriabád.

78. This school is established in a town of more than 6,000 inhabitants, and is doing well. There has been a slight decrease in numbers. But the average attendance has increased from 84 to 114. The fee receipts have risen from Rs. 125 to Rs. 151, and the cost to Government of educating each pupil has fallen from Rs. 10-13, to Rs. 7-9, the total cost having decreased from Rs. 13-4 to Rs. 10-2. Here there is but one branch, though three neighbouring village schools are inspected by the Head master. The classification has improved, there being now in the three higher classes 57 pupils against 51 at the close of 1870-71. The three lower classes now contain 81 against 96 of the previous year. Thus the decrease in numbers whilst it has not affected the average attendance, relates only to the primary department of this middle class school. At the last general examination all the 1st class boys six in number passed successfully, and four did so well that they obtained scholarships, and are now reading at the High School Bára Bankí. Of the two remaining passed 1st class students, one is now a pupil teacher, and the other, the son of Rae Abhrám Balí, T'alukdár, is attending to his home duties. All the other classes did well at the general examination, and all the boys save 12 were found to be fit for promotion.

The school house is in fair order, but there is a "slight crack" in one of the walls of the main room. Besides the regular branch there are three neighbouring village schools that are under the inspection of the masters of this school. It is our object to utilise the influence of our Middle School Anglo-Vernacular teachers in spreading primary education, when such can be done without any injury to their own schools. So soon as these three ancillary village schools send up pupils to the Main school, they may then perhaps be considered as branch schools. At present their statistics are not included in the statistics of the Main School. They appear as village schools. The head master Mr. Abdúl Jalíl Khan speaks favourably of his assistants.

He was transferred during the year from Muhammadí. I visited the school in December, and assisted by the Deputy Inspector examined all the classes. The school was in excellent order, all the pupils did well in every subject, save that there was partial failure of the 1st class boys in Arithmetic. But the failure was not general. In the 2nd class every boy but one passed in Arithmetic. The present state of the school may be exactly ascertained by comparing the classification with the curriculum. During my examination both the sons of the T'alukdár Rae Abhrám Balí were present. Both were educated at this school, both know English and both are of most pleasing and gentlemanlike manner. They do credit to their training. The branch school too I found in good order, and was enabled to increase the pay of the Master Maulavi Jafar Husain, from Rs. 5 to Rs. 6. Neither the Head Master nor the Inspector record the services of the Committee.

79. This is a large town of more than 12,000 inhabitants, and was well selected as a site for a Middle Class Anglo-Vernacular school. The Vernacular department is supported by Government, whilst the cost of the English department is defrayed from subscriptions and receives a grant-in-aid. One branch to the Middle Class school was opened during the year. The numbers have accordingly increased from 82 to 156, the average attendance from 56 to 133, the amount of fees from Rs. 62 to Rs. 145. The total cost for each pupil has fallen from Rs. 20 to Rs. 8-12-0, whilst the cost to Government has decreased from Rs. 13-8-0 to Rs. 5-7-0. There has been improvement in every respect. At the last general examination four boys in the 1st class passed, but none did sufficiently well to obtain scholarships. Two of the four are now reading at High Schools, the remaining two still continue their studies at the main school, and will again compete for scholarships at the next examination. The other classes are reported to have done well, and "nearly all the pupils obtained promotion." The classification has improved, there are now in the three first classes or in the upper half of the school, 38 boys against 27 of last year. I visited and examined all the classes. I was assisted by a Maulavi. The 1st class did fairly in all subjects save in English dictation and Arithmetic. The second class also failed in Arithmetic, and their Urdú dictation was not good. In fact the dictation both in English and Urdú was not good, and pupils were below the proper standards in Arithmetic. In other subjects the scholars did fairly. The main school building is in good order, and the branch school house will be re-built. A Mistrí is now employed in the work. The Committee was reorganised during the year, and gentlemen residents of Rudaulí were appointed Members. The Head Master mentions that Múnshí Bhawani Prasáda the Police Inspector, takes an interest in the school. Maulavi Imdád Alí also expresses himself satisfied with his assistants and more especially commends Qazí Husain Ahmed. The Head Master takes pleasure in the physical training of his pupils. Some gymnastic apparatus has been provided. Rudauli.

80. This is a Tahsílí School established under sanction of the Government of India as approved by the Secretary of State in despatch No. 8 dated March 1864. To this Tahsílí School an English Aided Department Ramnagar.

was added some years ago. The school has not done well. The classification is not good, the bulk of the pupils being in the lower classes. The Head Master Mr. Arjún Singh, a relative of a T'alukdár residing at Khairabad, and a matriculated student of the Calcutta University, left Ramnagar without permission. He thus forfeited his appointment and was succeeded by Mr. Montry, who is also matriculated. I am very much disappointed at the conduct of Mr. Arjún Singh whom I especially selected, under the impression that a man of so respectable a family and of such attainments would be able to render the school popular and to fill it with pupils. But he was not successful and his conduct in leaving his post without permission is discreditable. He said he was ill, but he should have remained at his post until he was relieved. The number of pupils increased during the year from 70 to 122, the average attendance from 64 to 118, and the cost to Government per pupil fell from Rs. 10-15 to Rs. 5-9. But though the numbers have so increased, yet the fee collections have fallen from 57 to 55 Rs. and there are now only 19 boys in the 3 upper classes against 26 last year. These facts are alone sufficient to condemn the management of the school, and I should long since have proposed the withdrawal of the aid from the English department had not Ramnagar possessed a large population, and did I not hope that the school would improve. None of the Masters have worked well, and a thorough change of staff has been made.

The Committee as a body take no interest in education and never visit the school. I visited and examined the school in December last. Of 70 boys enrolled in the main school only 58 were present. The result of the examination may be thus tabulated.

	Number Examined.		
1st Standard,	8	Passed in English, ...	6
		„ Vernacular, ...	8
		„ English Dictation, ...	2
		„ Arithmetic, ...	2
2nd Standard,	No boys presented for examination, ...		0
3rd Standard,	13	Passed in English, ...	5
		„ Vernacular, ...	11
		„ Vernacular Dictation, ...	13
		„ Arithmetic, ...	2
4th Standard,	6	Passed in the Vernacular, ...	6
		„ Writing the Do.... ...	6
		„ in Numeration, ...	4
5th Standard,	22	Reading and writing the Alphabet,...	5.
6th Standard,	9	Alphabetical tables, ...	2
Total, ...	... 58		

There was general failure in Arithmetic. The pupils of the 6th class were of less than six months' standing. At the last departmental exami-

nation four out of five students in the 1st class passed, but none obtained scholarships. The Inspector does not say what became of these five students, nor does he report in the manner in which the junior classes passed their examination. In December however I found 3 of the passed 1st class students still reading at the main school.

Recently Rájah Sarabjit Singh, gave a scholarship of Rs. 10 a month tenable at the Canning College School Department to the boy who passed 2nd in the general examination, and who obtained a special prize for Persian.

81. The numbers have increased from 100 to 214, the average attendance from 79 to 146, and the fee collections from 111 to 155. The percentage of average attendance has however diminished from 85 to 81. On this subject the Inspector remarks that "the attendance is in reality better than this percentage would indicate. In the middle of September "there was an unusual flood of the Tonse River, and for a fortnight no "one living on the southern bank could attend school." Akbarpúr.

The cost of educating each pupil fell from Rs. 15 to Rs. 9 and the cost to Government from Rs. 14-3 to Rs. 7-7. At the general examination all the classes did well and almost every boy obtained promotion. Of the 1st class boys eight in number, all passed and two obtained scholarships. Only two boys have left school during the whole year. The classification is shown in the appendix. It will be seen that there is now a class corresponding with the 3rd of a High School. The class was added during the year without any additional expense to Government. Boys will, if this class be maintained, be able to prepare for matriculation within two years after leaving school. The Inspector remarks that many of the boys are poor "and it is difficult for their parents to meet "the expense of keeping them 3 years at Faizabad." Extra classes will not generally be added, unless they can be maintained without increased expense, and without neglect to the majority of the pupils. There are but 3 schools in which they have been added, namely in Jais, Biswán and Akbarpúr. At Biswán the class will not be allowed after the next general examination. There are now two branch schools and it is owing partly to their establishment that the numbers have so increased. But it will be seen by inspecting the classification statement, that all the classes have improved and not merely those of the primary department. There are now in the upper division of the school 66 boys against 43 at the close of March 1871.

The school was visited by me in March last. The main school was in excellent order. There were 109 boys present. All the classes did well. But the first three classes failed in English dictation. The copy books too were sometimes undated and uncorrected. There was also partial failure in Arithmetic.

The Branch School in Shahzadpúr I found in charge of a scholar about 17 years of age, anxious enough to do his duty, but inexperienced. The Head Master of the Akbarpúr school Mr. Deokalí Din is a hard-

working conscientious school master and deserves great credit for his unremitting attention to his duties.

The School Committee met five times, and individual members, especially Pandit Pem Náth frequently visited the school. His son gave four books to the School Library. The Head Master speaks well of all his subordinates, especially of Maulavi Anwar-ul-Haq.

Tándá.

82. The numbers have increased at this school and its branch, from 144 to 158. The percentage of average attendance has remained the same, whilst the fee collections have decreased from Rs. 143 to Rs. 113. The total cost of educating each pupil has fallen from Rs. 13-6 to Rs. 12-4, and the cost to Government from Rs. 7-13 to Rs. 7-4. The increase in pupils occurred principally in the branch school. The classification is shewn in the appendix. It is fair, but there has not been much improvement. No reason for the great decrease in fee collections has been given. Inquiries will be made.

At the general departmental examination the classes did well. But the Inspector remarks that "charges of unfairness were brought against the Head Master" not, Mr. Thomson is afraid, without truth. During the year as the masters quarrelled, the Inspector had to make frequent changes. He does not consider the present staff to be good. At the general examination all the five boys in the 1st class passed by the first standard for Anglo-Vernacular middle class schools, and one obtained a scholarship. He is now reading at a High School. The Head Master does not say what has become of the other boys, nor does he mention what boys obtained employment during the year. His report is meagre. I visited the school in March and assisted by the Deputy Inspector examined all the classes. I thought that the branch school in Tánda had been neglected. At the main school 85 boys were present. The boys of the 1st class did not read English well, and their translation into Urdú was un-idiomatic. It struck me that the Head Master himself was not in the habit of preparing his lessons. He mumbled whenever he was doubtful regarding the explanation of any matter, and his pupils all mumbled when any difficulty occurred. In English dictation there was general failure, and in Arithmetic the highest class did not even answer fairly. The English writing of the pupils was not good and the copy books of the 2nd class were exceedingly bad, and often uncorrected. In Arithmetic I found the 2nd class boys only up to the 3rd class standard, and the 3rd class boys only up to the 4th class standard. The school seemed to me to have been negligently taught. The Head Master is an experienced teacher and is highly paid. I hope that both he and his subordinates will this year work harmoniously together, shew greater energy, and above all prepare themselves those lessons they intend to give to their pupils.

Jais.

83. Jais is a large Mahomedan town of more than 11,000 inhabitants. Its people were once famous for their intelligence and culture. It

ranked in these respects with Bilgrám, Kakorí and Zaidpur. In 1870 and in 1871 the Jais School was not in good order. Many of the more respectable inhabitants did not send their children to school, on the plea that sufficient attention was not given to Arabic and Persian. Accordingly a throughly competent Head Master, Syud Kyám-ud-din, was appointed, and greater prominence was given to the study of Arabic and Persian. The pupils have increased from 90 to 127, and the average attendance has risen from 61 to 78 per cent. of the number enrolled. The cost of education remains the same. At the last general examination, of 10 boys examined in the 1st class, five passed. The junior classes did fairly. One of the 5 boys who passed, obtained a scholarship and is now reading at the Unáo High School. The other boys are studying in the additional class opened in this school for those boys who were too poor to go to a District High School to complete their education. The fee collections fell from Rs. 79 to Rs. 74, some of the best paying pupils having left the school. The Committee are said to give but little assistance. Only one Member, Sheikh Abdul Ghafúr, is mentioned with praise. The Committee Members though amongst the most respectable people in Jais are said to carry little weight, as their fellow townsmen are jealous, and dislike any of their number to acquire any sort of influence. The Head Master speaks well of his assistants. There are now in this School 42 boys who learn Persian, 9 who study Arabic, 61 who learn English. In his Annual report the Inspector observes that the great number of boys in the lowest class is owing to the "number of beginners "admitted during the year and not to any negligence on the part of the "teachers." Mr. Thomson visited the School in December and March "and found "the Masters working diligently and the defects that were "so numerous in 1870-71, nearly all removed. He considers that if the "Head Master continue to work as diligently and skilfully as he has "hitherto done, the school will be amongst the best of its class by the "end of 1872-73. Mr. Thomson also is well pleased with the work of "the Assistant Masters."

84. This school it is proposed to reduce to a Vernacular Middle Class School. The proposal has already been submitted to the Chief Commissioner. The numbers have increased from 64 to 117, the average attendance from 71 per cent. of the average number enrolled to 82 per cent., and the fees from Rs. 56 to Rs. 66. The cost of educating each pupil has fallen from Rs. 17-11 to Rs. 11-5, and the cost to Government from Rs. 16-5 to Rs. 9-11. But the improvement is merely owing to the opening of branch schools, that is to the people's desire for primary education. At the main school the number on the 31st March 1872, was only 67, at the close of the previous year it was 64. Then 46 boys learnt English, now only 36 learn English. In 1870-71, the average attendance at the main school was only 49, during the year under review it was but 47. At the last general examination 8 boys in the 1st class were examined and 4 failed. Two of the 4 who passed, obtained scholarships, and are now reading at the High School, Faizabad. Choudhrí Sharaf-ud-din Husain, Lambardár and Qanúngo, also gave a scholarship to Ahmad Husain who passed fourth, and he too is now continuing his

Inhona.

studies at a High School. Another of the class who failed, is employed as a village school master. Nothing is said regarding the remainder of the class. The classification of the school is shewn in the appendix. The Inspector remarks "I made my annual inspection here on the "28th March and was extremely dissatisfied with the state in which I "found the school. The Head Master has utterly neglected his work, "and where the Head is so careless, assistants can scarcely be expected "to be laborious. I believe it will be necessary to discontinue English "and reduce the school to a Vernacular Town School." The Head Master speaks warmly of the assistance rendered by the School Committee, and specially notices. Choudhrí Sharaf-ud-din Husain, whom I have already mentioned, Ráwat SheoRatun Singh, T'alukdár of Pauhouna, Sarabjít Singh, T'alukdár of Phulá, Lala Ráj Bahádur, Lumbardár, Rájah Jagmohun Singh, T'alukdár of Chandapur, and Pandit Ratun Narayana, Tahsíldár.

85. Mr. Thomson reports.

Atraula.

"There has been an increase of numbers here, there being now "106 names on the register, against 95 at the close of 1870-71. The "average attendance is not quite so good, being only 78 per cent. against 82 "per cent., and the fees have amounted to Rs. 122-13-0, against Rs. 127-10-0. "The classes are shewn in the appendix.

"At the general examination the boys of this school did remarkably "well, and 4 out of the 6 in the 1st class got scholarships in Gonda High "School. But there has been no change of importance during the year. "The Masters have done their work quietly and thoroughly, and the pre-"sent condition of the school is in every way satisfactory." The decrease in the average attendance was owing to the prevalence of fever, especially at the close of the rains. The school sent 5 boys to the High School, and as two of the 5 paid each 1 Rupee a month as fees, the slight decrease of five Rupees is explained. The Committee visit the school nearly every month. One of the scholars obtained employment in the Settlement Department. The Head Master, a quiet industrious man, speaks well of his subordinates. I saw the school in December and I quite agree with the opinion expressed by the Inspector. In my Budget for this year I have included a small sum for a Nagri primary school, I am told that such a school will rapidly attract pupils. And as Atroula contains nearly 6000 inhabitants, a middle class school and a primary school will not be more than sufficient for the wants of the people.

Nawábganj.

86. This is a town of six thousand inhabitants. Here a Vernacular Tahsíli School was first established, and subsequently an English Department was added. The cost of the English Department has hitherto been defrayed from the General Subscriptions of the Gonda District. But it has not been thought fair that subscriptions paid chiefly by the T'alukdárs of Gonda should be spent in maintaining an English School for the wealthy traders of Nawábganj. It is proposed to convert the school into an

aided institution. A municipal contribution has been promised, and subscriptions have been raised amongst the wealthier classes of Nawabganj, for the support of the middle class and primary school.

I visited the school in December. It was not in good order. The large number of boys in the lower classes that had remained unpromoted, and the great number that had consequently left the school, were matters for regret. None of the classes passed a good examination. The English dictation of the 1st and 2nd class was especially bad. Of 13 boys present in these classes not one passed in English dictation. So also the vernacular reading and spelling of the pupils throughout the school were not good, and the 4th class was in a disorganised state.

I append the Inspector's report.

"This School has been falling off during a great part of the year. "There are now only 90 boys registered in place of 128 at the close of "1870-71. The fees have fallen from Rs. 78-2-6 to Rs. 63-2-9. The "average daily attendance has been 74 per cent of the number regis- "tered. At the beginning of the year under review the school seemed "to be rapidly improving. The Head Master Pandit Ganga Sahai, was "very diligent and has made himself popular in the Town. But in May "he was transferred to the Officiating Head Mastership of Ajudhya "School and Munna Lal sent in his place. During the three months "he was in charge more than thirty boys left school. Pandit Ganga "Sahai on returning and finding his work undone by his *locum tenens* "lost heart and I am afraid did not work so earnestly as he had formerly "done. In January he tendered his resignation. Another cause for "the withdrawal of a good many boys was the Director's Circular "No. 3-297 of 1871-72, dated 22nd April 1871 ordering a fee of two "annas a month to be charged on all who learned Kayathí. The people "at once exclaimed, If we have to pay, we will pay our private gúrú, "as he will give us no trouble about sending the boys regularly, "and having them cleanly dressed." The classes are shewn in the appendix. "I have inspected this school several times during the year. Latterly "I have found the classes very ill taught especially those under "the 2nd Master."

The decadence of this school is I believe merely temporary.

The Circular to which the Inspector refers is attached to this report. It was ordered that Kayathí should be taught to pupils when they could read an easy book in Nágrí, but that if any pupil wished to commence with Kayathí before learning Nagrí, he should pay a fee of two annas a month, As an educational instrument Kayathí is useless. But the subject is clearly stated in the Circular. The Head Master mentions the encouragement he has received from the Tahsíldár and Peshkár. At the Annual Examination three out of six of the first class boys passed.

The three passed students are now reading at the High School Faizabad. It is not said what has become of the remaining three students, nor is any mention made of the manner in which the junior classes acquitted themselves at the annual examination. But as so many remained unpromoted, they cannot have done well.

Colonelganj.

87. The numbers have increased from 110 to 226, the average attendance is now eighty per cent. of the number enrolled, the fee collections are small being only Rs. 82. The total cost of educating each pupil has fallen from Rs. 9-8 to 5-14. The great increase in numbers is owing to the establishment of two branch schools which at the close of the year contained eighty-six pupils. Still the main school has improved, the numbers having increased from 110 to 140 and the classification has improved as may be seen from the table in the appendix. The fee collections ought to be larger. The people about Colonelganj, are however, poor enough, and they have suffered from floods and bad harvests. At the general examination nine students in the first class were examined. All passed and three obtained scholarships. Eight are now reading at High Schools, and one is a teacher in one of the branch schools. The under classes did not do well, and many pupils remained unpromoted. The Inspector visited the school in February. He remarks that the school has in some respects improved. "The boys "are better classified and arranged. They are somewhat less noisy and "dirty. The lower classes had not made much progress, but knew "thoroughly what they had learned. In the highest class however there "was no improvement either in English or Arithmetic, English pronunci-"ation was in fact worse than ever." I visited the school in January and examined all the classes. The 2nd, that is the highest class, failed generally. Their copy-books were especially bad, and the other classes only passed fairly. The Head Master Mr. Mendí Lall, is, however, an industrious man, and I hope the school will improve. The Head Master does not speak very favourably of the School Committee, but expresses himself as highly indebted to "Mr. Safdar Husain Khan, Assistant Commissioner and to the Tahsíldár of Begamganj." Two of the members of the Committee Babú Mathra Prasáda and Lalla Sheo Dyal, are said however to deserve favourable mention. The Head Master also thanks the Inspector of Police, Mr. Mahárij Janki Prasáda for his assistance.

SECTION IV B.—Middle Class Schools.
II.—Vernacular.

88. The schools remain the same in number as before.

General remarks on Vernacular Town Schools.

Kakori has been raised to the Anglo-Vernacular Middle Class grade, but Neotni has been replaced in the vernacular grade, the aided English department having been closed. There were two Town Vernacular Schools in Mohán in 1869-70, now there is only one. This would leave a discrepancy of one, but the school at Nawalganj is now a Vernacular Town School. The place is a town, it has a market, there is a large

trading class, and there are a great number of workers in brass. The pupils at these Vernacular Town Schools have increased from 2,709 to 3,454, the percentage of average attendance has risen from 76 to 78. The fee collections have risen from Rs. 939 to Rs. 1,198, and the total cost and the cost to Government of educating each pupil have both fallen. The most expensive school is that of the Chowk in Lucknow, but the house rent, Rs. 20 a month, is there very dear, and the least expensive school is that of Mohán. Indeed the Mohán school has not a sufficient staff of teachers. I have considered the total expense of each school and not the so called cost to Government, which has now become, owing to the transference of the educational department to the Provincial Revenues, a somewhat unmeaning phrase.

When we treat of Aided Middle Class Vernacular Schools, it will be seen that owing to the failure of subscriptions in Hardui and Lucknow on account of the voluntary acceptance by the T'alukdárs of the new local rate, four other schools, those of Gopamow, Pihaní, Sandí and Mahona, might have been transferred to the head of Government Vernacular Town Schools. But for the purpose of comparison, and inasmuch as they were really aided schools for nine months in the year, I have made no change. Next year they will be shown as Government schools.

89. The comparative progress of the schools may be thus shown:— Vernacular Town Government Schools.

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from Imperial funds.	Cost per pupil. Total cost.	Cost per pupil. Cost to Government.
							Rs.	Rs.	Rs.	Rs. As. P.	Rs. As. P.
Vernacular Town Schools.	1864-65,..	15	901	...	554	...	188	5,853	4,771	10 9 0	8 9 10
	1865-66,...	15	1,082	839	665	79	373	8,315	7,298	12 8 0	10 15 7
	1866-67,...	15	1,028	954	767	80	472	8,217	7,104	10 11 4	9 4 2
	1867-68,...	14	1,324	1,100	843	76	461	8,716	7,358	7 14 9	6 11 0
	1868-69,...	20	2,152	2,034	1,632	80	768	12,161	8,011	5 15 7	4 6 1
	1869-70,...	27	2,474	2,428	1,911	78	913	14,191	9,320	5 13 6	3 13 4
	1870-71,...	33	2,709	2,706	2,061	76	939	15,395	9,878	5 11 0	3 10 4
	1871-72,..	33	3,454	3,213	2,525	78	1,198	18,134	10,668	5 10 9	3 5 5

90. The usual examination was held in June. The upper three classes were examined according to their respective standards, which may be ascertained by inspecting the Middle Class Vernacular curriculum attached to this report. The results are tabulated. It may be added, that aided vernacular town schools are encouraged to send their three upper classes to these examinations. So the results tabulated are for all the schools. The headings under the several standards are as follows:— The annual examination and its results.

Standard I is the highest.

Standard I, to be passed by students of the additional class.	Head I.—The Persian language and Grammar. Head II.—Composition in Urdú and Persian. Head III.—Algebra to quadratic equations. Head IV.—Euclid 1st Four Books. Head V.—Arithmetic the whole. Head VI.—The geography of the world and map drawing.
Standard II, to be passed by 1st class pupils.	Head I.—The Persian language and Grammar. Head II.—Algebra to simple equations, Euclid 1st and 2nd Books. Head III.—History of India. Head IV.—The Geography of the World (outlines.)
Standard III, to be passed by 2nd class boys.	Head I.—The Urdú language and grammar. The Hindí ditto and ditto. Head II.—Arithmetic vulgar and decimal fractions, proportion and square root. Head III.—Geography, Europe. Head IV.—The History of India to the death of Jahángír.

The results of the examination may be thus tabulated:—

VERNACULAR MIDDLE CLASS GOVERNMENT SCHOOLS.

			Passed.
Presented for examination 10.	Standard 1.	Heading 1,	10
		„ 2,	9
		„ 3,	10
		„ 4,	10
		„ 5,	8
		„ 6,	9
		Total passed in all subjects,	8
		Total failed in one or more subjects,	2
Presented for examination 106.	Standard 2,	Passed in Heading 1,	68
		Ditto 2,	97
		Ditto 3,	92
		Ditto 4,	102
		Total passed in all subjects,	68
		Total failed in one or more subjects,	38
Presented for examination 128.	Standard 3,	Passed in Heading 1,	73
		Ditto 2,	82
		Ditto 3,	103
		Ditto 4,	100
		Passed in all subjects,	73
		Failed in one or more,	55
Grand Total 244 for examination,		Grand total passed,	149
		„ failed,	95
			244

Aided Schools Vernacular Middle Class.

		Passed.	
Standard I,	1st Head,	5	No. presented 5.
	2nd "	3	
	3rd "	5	
	4th "	4	
	5th "	4	
	6th "	5	
	Total passed,	3	
	Failed in one or more subjects,	2	
Standard II,	1st Head,	62	No. presented 79.
	2nd "	72	
	3rd "	75	
	4th "	81	
	Total passed in all subjects,	62	
	Failed in one or more,	17	
Standard III,	1st Head,	103	No. presented for examination 203.
	2nd "	129	
	3rd "	146	
	4th "	150	
	Total passed,	103	
	Total failed in one or more subjects,	100	
	Grand total passed in all standards.	168	
	" total failed in one or more headings,	119	
		287	
	Grand total for Aided and Government Middle Class Schools sent up,	531	
	Passed,	317	
	Failed in one or more subjects,	214	

It might seem from this table that the aided schools are better taught than the Government institutions. But this is not the case. Not a single *private* school sent up any boys for the middle class vernacular examination. Indeed there are no private middle class vernacular schools. All the aided middle class vernacular schools are managed by the Educational Department, assisted by the District educational and Sub-Committees. This department removes and appoints their teachers, and manages them in all respects as Government Schools. I have this year kept the schools under the head of Private aided Schools, as such has been the practice for the last seven years, in fact ever since they were established, but perhaps they had better be hereafter placed amongst Government Schools, even though they are aided.

Middle Class Vernacular Scholarship.

91. After the annual examination middle class vernacular scholarships were awarded to 30 boys. The schools that succeeded in obtaining vernacular scholarships are noted in the margin. The scholarships were of the value of 2 or 3 Rs. Five boys refused them as the sum granted was considered too small to allow of their going to distant towns to prosecute their studies. In future I think that strangers who proceed to a distance should not draw less than Rs.

	Scholarships.
Chauk School Lucknow,	6
Malihabad,	2
Kakori,	2
Behar Unáo,	2
Bari,	1
Nawabganj,	1
Pihani,	3
Paintipur,	2
Morawán,	3
Tambor,	3
Manikpur,	2
Paraspur,	3

3.8. The number of scholarships gained by Vernacular Town School boys has increased from 16 in 1869, 26 in 1870 to 30 in 1871. Scholarships were only given to passed boys who obtained $\frac{3}{4}$ of the total marks allotted.

The results of the lower class oral examination were sent to the Inspectors. The results will in future appear in this report.

Classification of pupils at Vernacular Middle Class Schools.

92. The present state of the Vernacular Government Town schools may be thus shown for each standard or class. The precise acquirements of each group may be obtained by comparing the standards or classes with the curriculum of middle class Vernacular Schools attached to this report. It will be seen that an additional class namely the sixth has been added. This class contains only those boys recently admitted, who have not yet sufficiently mastered the alphabet to commence reading. We do not place the primer in a pupil's hands until he can form his letters on a slate or wooden board. The classification is for Government unaided schools only. The aided Vernacular Middle Class School classification appears in the appendix.

Institutions.	Year.	Number of Institutions.	Number of pupils in Classes.							Total.	Remarks.
			Extra Class.	I.	II.	III.	IV.	V.	VI.		
Vernacular Town Schools.	1864-65,..	15	...	5	63	130	269	434	...	901	
	1865-66,..	15	..	3	61	178	330	510	...	1,082	
	1866-67,..	15	...	3	94	156	302	473	...	1,028	
	1867-68,..	14	...	32	79	205	335	673	...	1,324	
	1868-69,	20	...	48	161	365	440	1,138	...	2,152	
	1869-70,..	27	...	128	281	463	515	1,087	...	2,474	
	1870-71,..	33	12	182	315	444	793	963	...	2,709	
	1871-72,..	33	25	190	320	559	719	683	958	3,454	

The classification shows that the Vernacular Town Schools have been successfuly managed and efficiently taught. For the increase in the upper half of the schools is 274, out of a total increase of 745 pupils. It will be observed that the additional class has doubled. To avoid disfiguring this report with a long tabular statement I have thrown the usual statement of the educational resources of towns into the appendix. Of these 57 towns the municipalities of only nine give anything for primary education. In 45 of the towns there are Government or aided schools for middle class and primary instruction. The remaining 12 towns are dependent for primary education on the rural cess. Having regard to the Despatch of the Secretary of State for India, No. 8 dated 16th March 1864, which has already been quoted, something should be done to relieve the rural cess from any share in the education of the urban

population of the above towns. This remark presupposes that a town is, as defined in the census, simply a place containing more than 5000, inhabitants. The fact is, many of our towns in Oudh are agricultural. The inhabitants of such towns contribute to the rural cess, and have thus been considered entitled to a moderate grant for primary education.

Vernacular Town Schools in Zil'a Lucknow.
(I) Malihabad.

93. This is a large Mahomedan town inhabited chiefly by Patháns. The Ta'lukdárs are both warm supporters of education. They lend a house for the boys' school at a merely nominal rent of seven rupees a month, which they distribute in scholarships to the pupils. Also for the girl's school containing 88 pupils one of the ladies of their household lends a spacious house for the trifling rent of Rs. 4. The Ta'lukdárs, perhaps because they are generous, are not wealthy, and their estates are managed by the Court of Wards. I was very glad to be able to repair, at very trifling cost, the house lent for the boys' school last year. It would have been discreditable to have allowed a house so generously lent to this department to fall into decay. Should the girls' school continue to improve, the ordinary repairs of that building too, will be made after the rains. The students at the boys' school have increased from 243 to 301, but the average attendance is not good being only 72 per cent. of the number enrolled. The total cost of educating each pupil has fallen from Rs. 6-4 to Rs. 5-10. The fee collections have also decreased, and and now only amount to 57 Rupees. This is a very small sum. The head master explains their decrease by the decrease in the number of scholarship-holders from whom full fees were exacted. There are now two Government scholarship holders at Rs. 3 each, there were formerly seven at Rs. 4 each, besides boys holding special scholarships, of which six were granted by Mr. Capper, one by General Barrow, and one by Mr. Quinton. The school has thus lost thirteen scholars, who paid 8 annas a month each, or Rs. 6-8 monthly. Last year the crops were very bad, and affected the fee collections. But the average attendance and fee collections have decreased steadily ever since 1868. The classification has, however, improved, though it is not now so good as it was in March 1870. A comparative classification statement for the Vernacular Schools appears in the appendix.

At the annual examination no boys were examined under standard I. as no additional class was maintained in 1869-70. Six boys were examined in standard II, and six boys passed in all subjects, nine boys were examined in standard III, all the boys passed in all subjects.

The oral examination passed by the lower classes was fair, and many boys received promotion. Two of the boys in the highest class received scholarships, obtaining more than three quarters of the marks allotted, and fourteen boys from all classes obtained employment during the year.

From this school since its establishment 183 boys have found employment. Since the close of the year, two of the branches that were not doing well have been closed, and one so called branch that met in the same place as the main school, has been amalgamated with the main

school. Our educational efforts in Malihabad have perhaps been too diffuse; and very much of the time of the Head Master has been taken up with inspecting branch schools at a distance from the main school. There are now two branch schools besides the main school. These are sufficient for the population of Malihabad. When population is attracted to that part of the town near the Railway Station, then a branch might be opened there. But I do not recommend the establishment of branch schools unless an average attendance of at least thirty can be secured. One man can well teach thirty boys divided into two classes, and as they get older and fitter for higher studies, they should be drafted to the main school.

The School Committee are as active as ever. The T'alukdárs were on the levy of the new Local Rate obliged from poverty to withdraw their subscription to the branch schools, and now the Local Rate Committee pay Rs. 42½ monthly for their support. This contribution is spent *solely* on primary education.

(ii) Amethi.

94. Here one branch that was supported at a cost of Rs. 8 a month has been made into two, and on this account the number of pupils has increased. The pupils in the main and branch schools now number 125. Last year there were 113 scholars. But the attendance is dreadfully irregular, so poor is the average attendance, that I was obliged to reduce the pay both of the Head Master and of his first Assistant, to avoid spending too much on a school that is not on the whole in a flourishing state, The Head Master has been long at Amethi, and I shall take an early opportunity to transfer him to another school, on his present pay if possible, where he may be able to do himself justice. The fee collections are miserable being only Rs. 31. The cost of educating each pupil has increased from Rs. 4-11 to Rs. 6-13. The increase was occasioned by the fact that in 1870-71, the average number on the rolls was 176, whereas last year it was but 124. Two years ago it had three branches, so most of the pupils were in the lower classes. Had I not made timely reductions in the pay of the teachers the cost per pupil would have been greater. It is still much too great, and will be diminished as soon as possible. The classification has improved. There are now twenty-three boys in the upper classes against seventeen last year. But then the third class is very small.

At the last annual examination ten boys were examined under standard II but only four passed, and six in standard III and four passed. The results of the lower class oral examination are not mentioned by the Inspector. The upper classes certainly did not do well, and it was with reference to their failure as well as to the poor average attendance that the pay of the Head Master and of his first Assistant was reduced. The four boys who passed in the second standard are now reading in the highest or extra class.

(iii) Mohanlalganj.

95. The pupils have increased, owing to the establishment of a branch, from 20 to 78, the average attendance from seventy per cent to seventy-three per cent, and the total cost per pupil has fallen from Rs. 10-7 to Rs. 6. The classification has not improved. There are now twenty in the first, second, and third classes against twenty in the previous year.

The upper department of this school is generously supported by Rájah Kashí Prasáda, at a cost of Rs. 12-8 monthly. There is a grant-in-aid of the same amount. Rájah Jagmohan Singh and Rájah Kashí Prasáda, are the only gentlemen of note in the Lucknow district, who have not made the occasion of the levy of the new rate a cause for the withdrawal of their subscriptions. The primary school considered as a branch of the Mohanlalgánj aided school is situated in a neighbouring village and is supported from the rural cess.

The cost of the few pupils in the upper school is considerable, and I think I should have recommended a withdrawal of the grant had it not been unwise to discourage the Rájah's liberality. The fact is that Mohanlalganj does not contain many inhabitants. It is a new market and the people in the neighbourhood do not like it, and do not let their sons come to school. The opposition will diminish in time. At the last annual examination three out of five boys in the first class passed, but none obtained scholarships.

The fee collections are very poor. I visited the main school in November and examined the two classes then existing in that school. The pupils in the 1st class in November explained the Ramáyan well, evinced a considerable acquaintance with Grammar and wrote well from dictation. But their Euclid and Arithmetic were not good, nor did the boys of the next class answer well in Arithmetic and Geography.

96. This is not a town according to the census, but it is an old Qusbah and contains 3,800 inhabitants. The school was allowed to take up the town school course in 1869. The house in which the school meets, belongs to Munshí Ghulam Husain, who lives in Calcutta, to which place he accompanied the King of Oudh. The school occupies the house rent free. The numbers have decreased from 66 to 59, but the average attendance has according to the returns much improved. It was 77 per cent, of the number enrolled. The Deputy Inspector has reason to believe that the average attendance return was improperly prepared, and the Head Master has in consequence been removed. The fees are trifling, amounting to only Rs. 17, but even this is larger than the amount realised in 1870. The cost of educating each pupil is now Rs. 3-6, only. At the last general examination only seven boys were presented under Standard III, and only one passed. It seems unnecessary to maintain this school as a town school, and the more as the school is supported from the Rural Cess. The classification has improved since last year but there is still no 1st class. The school will be relegated to the primary school grade, if there be no improvement. (iv) Bijnour.

97. The remaining town schools in the Lucknow District are schools supported by the Municipality of Lucknow who pay two-thirds of the cost of 5 of the 6 schools, which are really primary, and half of the cost of the Chauk School in the heart of Lucknow. This is the best Vernacular middle class school in the Province. The numbers have increased from 142 to 184, the percentage of average attendance from 70 to 77. (v) The Chauk School.

The cost of education has fallen from Rs. 11 to Rs. 9. The fee collections have improved. The increase in number is due chiefly to the establishment of a primary branch school from savings in the main school staff. At the last general examination ten boys were examined under Standard 1, of whom eight passed with credit, one failing in arithmetic and one in composition. One of the boys who failed had been educated at Kakorí. So this school passed eight out of nine scholars, of whom one obtained a scholarship and is now reading in Canning College. This boy received his primary instruction at a village school. The other seven boys have obtained employment, one in the Police, and six in the educational department.

Under Standard 2, 11 boys were presented for examination of whom 7 passed, and 5 obtained scholarships. Two of these scholarship-holders are studying English in Canning College, and 3 still continue their Vernacular studies in the additional class of the Chauk School. Three from the remaining 6 obtained employment and one is now carrying on his duties as a Zamindár. This young Zamindár came from Uttardhána.

Under Standard 3, eight boys were presented for examination of whom 6 passed. Four of the eight obtained employment. The junior classes did very well in the oral examination. Of the whole school 33 boys obtained employment during the year, one of whom passed the Revenue Agent's examination. The highest pay obtained by any pupil was Rs. 15. He is employed by a T'alukdár as a "Mukhtiyár." The present knowledge of the pupils may be ascertained by comparing the classification statement given in the appendix with the curriculum.

Captain Noble, the City Magistrate gives 2 boys small scholarships. One boy finished his education as a pupil teacher during the year and on his passing by the 1st Standard, the Head Master received the usual gratuity. The school is popular, and some boys come from a considerable distance to attend the school.

Other Municipal Schools.

The other 5 Municipal schools do not call for particular notice. All the schools have improved save those of Mahbúbganj and Rahímnagar. If a small scholarship fund could be opened for these City schools, I would direct that none of these 5 Municipal schools educate beyond the 3rd Standard, that is the 2nd class of our town school curriculum. The boys, who reached this standard would be drafted to the Chauk School, the best pupils receiving small scholarships. If this were done, there would be no waste of teaching power.

The Muftíganj Municipal school is situated in rather an aristocratic quarter of the town, occupied by Mahomedan gentlemen in receipt of pensions and Wasikás. Seven young Nawábs now attend this school.

The Government cost of educating each pupil at all these schools is small, being under Rs. 2, and the total cost is moderate, being less than Rs. 4, a year, or about 8*d.* a month for each pupil.

98. The numbers at this school and its two branches have increased from 111, to 139, the average attendance from 92 to 113, the fee collections have slightly increased, and the total cost of educating each pupil has fallen from Rs. 6-13 to Rs. 5-3. The classification has also improved. There are now 47 boys in the upper half of the school, last year there were 43. The increase is not great, the percentage of average attendance is good, being 84. Kúrsi.

At the last general examination six boys were presented for examination in class I standard II and all passed, but none obtained scholarships. In standard III seven were examined and only one passed. This class therefore failed. I visited the school in December and examined all the classes orally. The school premises and furniture were in a dirty neglected state. The first two classes passed in all subjects, but of the 3rd class pupils all but five failed in dictation. Some of the 4th class boys were without proper text books, and only two of the 5th which was then the last class, were fit for promotion. The school was again examined in February by the Inspector and his report is more favorable, as also is that of the Deputy Inspector, so that it is expected that the school will do well at the next general examination. Six boys obtained employment during the year. The Kursí schools are mostly attended by Mahomedans. There are 133 Mahomedans and only 34 Hindús.

99. This school has also two branches, one of which was opened in 1869 and the second in 1871. The number of pupils has increased from 146 to 170 and the fees from 34 to 51. The total cost of educating each pupil remains the same as before, and the percentage of average attendance has decreased from 70 to 69. It is thus now not at all good. At the last annual examination two boys were examined under standard II class I and both passed ; in the 3rd standard ten boys were examined and all passed. The two who passed by the higher standard obtained scholarships. The junior students examined orally passed fairly, and the classification has improved. Three boys obtained employment during the year, all in the educational department. The Committee under the Presidentship of the Tahsíldár are very active. The Tahsíldár himself supports a poor scholar. Vernacular Town Schools in Zil'a Unáo. (1) Safipúr.

100. This school has one branch which was opened in 1868. The pupils have increased from 111 to 126, the percentage of average attendance has risen from 69 to 73, and the total cost of educating each pupil has fallen from Rs. 5-15 to Rs. 5-6. But the fees have decreased to 50 Rs. No explanation is given for this decrease, which indeed both Inspector and Head Master call an increase. At the general examination the school did not do well. No boys were presented for examination under standard I, in standard II only one of six passed in all subects and in standard III only four of six. The failures were in Arithmetic and Persian. The classification has improved, so the junior classes orally examined did fairly, there are now thirty-nine boys in the three upper classes against the 24 in March 1871. (2) Chamrauli.

The committee assemble regularly. No pupils obtained employment.

(3) Bihár.

101. The number of pupils has slightly increased, and the average attendance has improved. It is now 78 per cent of the number enrolled. The cost of educating each pupil has also slightly increased, the average number of the pupils on the rolls having been greater in 1870-71, than during 1871-72. The fee collections have improved, but are still trivial. Of the 97 pupils at the close of the year, 89 were Mahomedans. At the annual examination four were presented under class I standard II and all passed, two obtaining scholarships. Only one of five second class boys presented under standard III passed. The class had been disgracefully instructed. The junior classes did better, 7 being fit for promotion to the 2nd class, eight to the 3rd and 16 to the 4th.

The Inspector examined the school in February last and says that he was "satisfied with the progress made." I hope that the next annual examination will show that the school has really improved. I may add that the school accommodation is miserable, and so long as it remains so bad, the school cannot be expected to thrive. The head master does not report upon the work of the school committee. This school sent up three young men to be trained for Vernacular School Masters.

(4) Bhagwantnagar.

102. The number and average attendance have slightly improved. The fee collections have diminished from Rs. 23 to 22. They are too small, and the attention of the head master will be called to the matter. At the annual examination all the boys in the 1st class failed under standard II, and in the 2nd class only four out of eleven passed. The head master was accordingly reduced, and the 2nd master removed. Probably further reductions will have to be made, as the Inspector reports that in January, he did not find the classes in good order. The work of the school committee is not noticed by the Inspector.

(5) Murádábad.

103 To this school there is no branch. The number of pupils has increased from 66 to 75, and the percentage of average attendance is now entered at 95, the fee collections have decreased and the cost per pupil has increased, the average number of pupils under instruction being less during the year under review than in the previous year. At the annual examination five boys were presented for examination under the second standard or Class I, and two boys passed. No boys passed by the 3rd standard; accordingly the pay of the Head Master was reduced from 12 to 10 Rs., and other changes were ordered. The classification has improved, though there is no 1st Class.

(6) Moráwán.

104. The number remains the same as before, but the average number enrolled was much less during 1871-72, than in the previous year. Consequently the percentage of average attendance has improved. But the fee collections have diminished and the cost for each pupil has increased. At the annual examination three boys passed under standard II Class I and obtained scholarships, which they now hold at Unáo. The 2nd Class also did well, passing all five boys. The Inspector does

not mention the number of boys, who obtained employment during the year, nor the work of the Committee.

I visited the school in February and examined all the classes in reading, grammar, geography, dictation and arithmetic. All the classes passed with credit. The boys I found both intelligent and well instructed.

105. There is one branch to this school. The numbers have increased from 95 to 118, the average attendance is from 95 to 103, the fee collections from Rs. 23 to Rs. 34, and the cost of educating each pupil has diminished. At the annual examination seven boys were examined under standard II, Class I, and four passed, but none obtained scholarships. In the 3rd standard all the eight boys examined, passed. The junior classes did well and the classification has improved wonderfully. Only nine boys left school during the year and four of these boys obtained different offices under Government, The other five are now engaged in their own private business as shopkeepers. In this school there are only two Mahomedans. The school Committee are attentive to their duties. I visited the school in February, and examined the 1st and 2nd Classes. They did not do so well as I could have wished, and I regretted much that the approach of night rendered it impossible for me to examine the remaining classes. However the annual examination is fast approaching. (7) Bethar.

106. A branch school was opened in October last. So the numbers have increased from 60 to 89, and the average attendance from 51 to 73. The fee collections have increased by 10 Rs. and the total cost of educating each pupil has fallen from Rs. 6-15 to Rs. 4-12. At the general examination seven boys were examined in Class II standard three, and all passed. The classification is not very good. There is still no 1st class and 41 pupils are unable to read. This large number of non-readers is owing simply to the establishment of a new branch school and the consequent influx of untaught lads, (8) Bangarmau.

107. This school is doing very well indeed, but has outgrown its teaching staff. There are now 209 boys in the school, and the cost of educating each pupil is only Rs. 2-7-6. Mohán is a populous place, and the head quarters of a Tahsíl, so the school has very properly been made a town school. But it is still supported from the cess. I visited the school in November, and found it admirably conducted, though very poorly accommodated. Since than I have entered into an agreement with the owner of the house, and have added to the accommodation. There was a great deal of sickness here in September and October; or the average attendance would have been greater. It was however 80 per cent. of the number enrolled. The Committee are assiduous and the Tahsíldár Mr. Mahmúd Beg, gives every encouragement to the Head Master Asghar Ali and his subordinates. (9) Mohán.

108. This school is wretchedly accommodated. It meets in an old gate-way and the scholars are crammed to suffocation. Though I examined the school in November, the place even then was was so hot and close, that I could scarcely sit out the six or eight hours required (10) Nawalganj.

to conduct the examination. The school has one branch. It contains with the branch 146 boys. The fee collections both here and at Mohán are fairly good, nearly double the fees collected in a large town like Bangarmau with upwards of 7,500 inhabitants

The average attendance is good, being 79 per cent. of the number enrolled. The classification is also good.

At the last General Examination five boys were presented for examination in standard II class I, and all passed, one boy obtaining a scholarship. He is now reading at the High School Unáo. In standard III, five passed out of seven examined. As the classification has improved, the school will do better this year. Six boys left the school during the year, and three obtained employment in the educational department.

(11) Neotni.

109. Here was formerly an Anglo-Vernacular aided school. But the gentleman who supported the school Mír Salámat Alí, having completed the education of his sons, withdrew his subscription. So it was necessary to close the English school. At the same time as Neotni was a populous place and is a qasbáh, a Vernacular middle class school with a primary department was opened. It now contains 62 boys, and has an average attendance of 46. It already has both a 1st and 2nd class and of the whole number enrolled there are only twenty-six unable to read. This is fair, remembering that there were 38 boys admitted during the year. Since the school existed for 5 *months* as an Anglo-Vernacular School, the cost of educating each pupil is now much less than appears from the returns. In fact the teaching staff costs but Rs. 17 a month.

Mír Salámat Alí at present allows the school to meet in the house, he built for the Anglo-Vernacular aided school, and has not yet charged rent. The Head Master does not record the services of the School Committee.

THE SÍTÁPUR TOWN SCHOOLS.

Vernacular Town Schools. Sitapúr.

110. In this zil'á are only two Government Vernacular Tahsílí schools. They are those of Misrikh and Bári. But there are nine aided town schools, all managed by the Educational Department. Perhaps in future years it might be advisable to consider these schools as Government schools, even though they are aided. However for this report I have adhered to the classification followed for years past.

Misrikh.

111. This school contains 94 pupils of whom 87 are Mahomedans. It has no branch. The numbers of scholars have increased by 9, the average attendance by 16, the fee collections have slightly increased and the cost of the education of each pupil has fallen from Rs. 8-1 to Rs. 7-10. This is still too high.

At the last general examination of 7 pupils examined under Standard II, Class I, 3 passed. Under Standard III, 13 were examined, and eight passed. Fifteen boys left school during the year but none seem to have obtained employment, indeed four have returned to school since the close of the year. The classification has improved slightly, the numbers in the upper half of the school having risen from 31 to 39.

The School Committee under the guidance of the Tahsíldár take an active part in education, superintending not only their own school, but reviewing every quarter the progress of education in the whole Tahsíl.

112. A branch school was opened here in December last, consequently the numbers in the main and branch schools have increased from 60 to 118, the average attendance from 62 to 106, and the fee collections from Rs. 48 to Rs. 56. The cost of educating each pupil has fallen from Rs. 11-8 to Rs. 6-9. At the general examination 6 out of 9 presented for examination, passed in the 1st class, Standard II. One obtained a scholarship. Under Standard III, six out of nine passed. Twenty four boys left school during the year, of whom six obtained employment, all in the Educational Department. The classification has improved, but owing to the great influx of pupils many are still in the lowest class. Bári.

The Committee met only twice.

THE HARDUI VERNACULAR TOWN SCHOOLS.

113. In this district there is one Vernacular Government unaided town school that of Báwan. At the commencement of the year there were three other aided Town Schools. But the subscribers to these aided schools refusing to continue their subscriptions, the Local Rate Committee voted a sum sufficient for their maintenance. In future these three schools of Gopamow, Piháni and Sándi, will appear as Government Town Schools. Vernacular Town Schools Hardui.

114. This school was nearly ruined by the former Head Master Lálá Thamman Lál. He has accordingly been removed. It is now under Munshí Tafazzul Hossein, but has not yet had time to recover. Báwan.

There are only 73 boys against the 95 students at the close of 1870-71. The average attendance has fallen from 64 to 54. When the present Master took charge, the average was but 40. The fee collections have improved, but owing to the decreased attendance the average cost per pupil is greater now than formerly. At the last general examination, six boys were presented for examination under standard III, and only one passed! The classification even now is far from good. The Deputy Inspector reports favorably of the work of the new Head Master, and hopes that the school will do well at the next general examination. Fifty nine boys were struck off the rolls during the year, chiefly for irregularity of attendance. Their names were removed with my permission.

The seven remaining Vernacular town schools are in the Eastern Circle.

115. The pupils have risen from 87 to 89, the average attendance from 67 to 72, and the fee receipts have increased from Rs. 52 to 57 Rs. The cost of educating each pupil has fallen from Rs. 7-4 to Rs. 6-10. Jalálpúr.

At the annual examination of six boys presented under standard II, class I, five passed. In the 2nd class, standard III the ten boys examined, all passed. Those classes were therefore very efficiently taught. The junior classes did well and the classification (see appendix) has improved.

Forty boys left school. The Master does not record what appointments they obtained. As Jelálpúr contains more than 6,000 inhabitants, there should be more pupils at this school. Now that it has been provided with a good school house, more boys will doubtless attend. Mr. Thomson remarks "In the two small shops where the boys formerly met, "it was impossible to maintain order, or to keep all the boys attentive. "This year there is marked improvement in the general appearance of the school."

VERNACULAR TOWN SCHOOLS, GONDA DISTRICT.

General remarks.

116. The two schools in this district are those of Paraspúr, and Begamganj. Both are aided schools managed by the educational department. Hitherto they have been classed as aided private schools. But in future they will be entered under the head of Government schools, as they are managed by Government Officers. The state of the schools will be discussed when we come to aided town schools.

Nánpára.

117. This school has not improved. It has been much neglected by the Committee, though the school is at the head quarters of a Tahsíl. The number registered has decreased from 74 to 68, but the average attendance has increased from 56 to 57. The fees have fallen from Rs. 54 to 45 Rs. The cost of educating each pupil is high being Rs. 7-3. At the annual examination only two boys were examined under standard II, 1st class and one passed. Under standard III, 2nd class, eight were examined, and six passed.

The classification has not improved. Mr. Thomson reports :— " During the year the Head Master resigned, his successor did not appear " to be a suitable man." In February I found the classes fairly taught " on the whole, but there was a dull listless spirit in the school and no " prospect of much improvement."

I examined the school in January, 54 scholars were present. The first class boys read and wrote well, and passed in arithmetic, they were deficient in grammar and only two passed in geography. In Euclid there was partial failure, as Nágrí students had been taught Euclid in Urdú, making use of technical terms that had never been explained. So the 2nd class were deficient in geography and arithmetic, and the 3rd class pupils studying Urdú did not write correctly from dictation.

The other classes did fairly.

Salon.

118. Mr. Thomson remarks. " This school has made excellent " progress and is at present in a very healthy condition."

The number of pupils has risen from 76 to 93 and the average attendance from 83 to 84 per cent. The fees have increased slightly, but are still miserable enough, being only Rs. 18. At the annual examination seven boys were examined under standard 3, and six passed.

The classification has improved. There is now a 1st class. This is a large Mahomedan town, once wealthy, but now poor enough, 79 of the 93 pupils enrolled are Mahomedans. Forty-six boys left the school

during the year. The Master does not mention whether any obtained employment. I visited the school in March and found 79 present. The 1st class boys passed in reading, history, geography and euclid. There was one failure in dictation and one in arithmetic. The 2nd class boys all did well save in grammar and arithmetic, in which subjects there was total failure. The 3rd class also were very imperfect in their conjugation of Persian verbs and some failed in arithmetic. The 4th, 5th and 6th classes all did well. There was evidence of much patient work.

Jagdispur.

119. Here a branch school was opened in November, and the numbers have accordingly risen from 43 to 87, and the average attendance from 41 to 61. The fees have increased from Rs. 28 to Rs. 35, and the cost of educating each pupil has fallen from Rs. 9-2 to Rs. 5-12. The classification has slightly improved, there being 25 boys in the three 1st classes against 21 at the close of March 1871.

At the General Examination only one out of six passed in Standard 2, 1st class, and in Standard 3, only one out of six passed. The failure was disgraceful. The Head Master had not been long at the school, but the 2nd Master's pay was reduced from Rs. 12 to Rs. 10. Mr. Thomson says "when I inspected the school in January I found the lower "classes were very neglected, but on the 27th March, I again visited it, "and found most of the defects had been removed." Nothing is said regarding the work of the Committee. Thirty five boys left school during the year. The Master does not report whether any obtained employment.

TOWN SCHOOL ZIL'A PRATÁBGARH.

Vernacular Town Schools Pratábgarh.

120. In this zil'a are three Vernacular town schools, at Pattí, Bihár, and Mánikpur. A very long time ago the Public Works Department, were requested to repair the school buildings of Pattí and Bihár. The Officers were again and again addressed on the subject, but nothing was done, the rains fell with unusual violence and now both houses have been condemned. The remarks of the Chief Engineer are quoted:—.

No. 873, dated 3rd September 1870, from the Director of Public Instruction to the Chief Engineer, Oudh.
No. 2198, dated 26th January 1871, from Chief Engineer, to the Executive Engineer, Faizabad Division.
No. 1406, dated 1st August 1871 from the Director of Public Instruction, Oudh. to the Executive Engineer, Faizabad Division, Extract para. 14 from the Pratábgarh, Deputy Commissioner's Annual Report for 1870-71.

"Both of these schools have been built so badly by ignorant men, "that it is quite out of the question making any repairs to them, they "should both be dismantled and rebuilt as proposed by the Executive "Engineer, at a probable cost of Rs. 1,400.

"If the Director of Public Instruction agrees, their dismantlement "will be at once ordered and Estimates prepared for their reconstruction "debitable to the Budget allotment of Rs. 10,000 for 1872-73."

Bihar.

121. This is a very poor school and was much neglected by the late Head Master who has been removed. The pay of the Head Mastership has been reduced to Rs. 15 and the pay of the first Assistant to Rs. 10. Bihár, however, is a mere collection of villages, and in itself is a place of no great population, and the Inspector is doubtful whether

any master could make a good school in so paltry a village, a town school is here maintained, because it is the head quarters of a Tahsíl. When the Tahsíl is removed, the school will be made a village school. There was a branch opened in November, and so the number of pupils has increased from 51 to 72 and the average attendance from 44 to 64. But in the same time the fees decreased, and the classification deteriorated. At the last General Examination two out of five boys passed in Standard II Class I, and two out of five in Standard III. No boys obtained scholarships, but four pupils obtained employment in the Educational Department. Nothing is said about the Committee. When I inspected the school in March, the Tahsíldár was present and made the pupils a present.

Pattí.

122. Here too a branch school was opened. The number of pupils has risen from 83 to 107 and the average attendance from 76 to 93. The fees have decreased by one rupee, and the cost of educating each pupil has fallen from Rs. 6-15 to Rs. 5-15. At the annual examination twenty-one boys were examined under Standard II Class I, and eight passed in all subjects. In the second class eight were examined under Standard III, and four passed.

The classification is in one respect not so good as last year, there is not so strong a first class. Five boys obtained employment on good salaries, all in the Educational Department, and two went to the Lucknow School-Masters' training School.

Mr. Thomson remarks :—

" I twice inspected this school viz., in August and December and " was well pleased with it on both occasions."

" Great inconvenience has been experienced from want of a school " building. Early, in the year the school was pronounced dangerous, and " the boys had to be removed. They have since met in two narrow, " dark rooms in the Serai. Very great credit is due to the masters for " the way in which they have discharged their duties. Under the cir- " cumstances defects were to be expected. But in place of this, the " school maintains its numbers and has improved in attendance and " teaching. Some special acknowledgment seems due to the masters."

Sirdar Fatah Singh, Inspector of Police, is reported to interest himself in the school.

Nawábganj, Mánikpúr.

123. Here a branch school was opened in December, but it has not been very successful, having attracted only eighteen pupils. The numbers at the main school and branch were sixty-nine against fifty-four in March 1871. The percentage of average attendance rose from 83 to 84, but the fees have decreased. The school is an aided school under the management of this Department. At the General Examination three boys were examined under Standard II Class I, all the boys passed, and two did so well that they obtained scholarships. In Standard III, too, all the boys presented, twelve in number, passed. The classification has hardly improved. There are many boys in the first class, but the second and third classes are denuded of pupils.

SECTION IV*C*.—Government Village Schools, being Schools of the Lower Class.

124. The usual statement follows :—

Statistics of village schools.

Institutions.	Year.	Number of Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Total cost.	Cost to Imperial Funds.	Average cost per school.	Average cost per pupil.
								Rs. A. P.	Rs. A. P.
Village Schools.	1865-66	61	2,004	1,236	1,094	5,082	This column remains blank. But it is not thence to be surmised that nothing is spent from the provincial (late Imperial) funds, on primary education. On the contrary, a considerable sum of the so called High and Middle class school expenditure is for the primary departments of these schools, and there are also about 122 primary branch schools attached to High and Middle Class Aided and Government schools that are supported from the Provincial allotment for education, other than from the rural cess.	83 0 0	4 10 4
	1866-67	264	7,462	6,758	5,204	10,570		40 0 7	1 15 11
	1867-68	381	13,707	11,228	8,871	33,753		88 9 5	3 0 1
	1868-69	483	18,261	16,313	12,910	47,061		97 6 11	2 14 1
	1869-70	542	21,433	20,210	16,135	60,963		112 7 7	3 0 3
	1870-71	575	23,270	21,445	16,562	70,543		122 11 1	3 4 7
	1871-72	* 747	31,525	27,076	21,046	85,663		114 10 10	3 2 8
	* Exclusive of branches	73							

The schools have increased by 172, the number of scholars has risen from 23,270 to 31,525, or has increased by 8,255, and the average attendance from 16,562 to 21,046.

The average number of boys in each school is 42. In March 1871, it was only 40. The cost for each school has diminished from Rs. 122 per annum to Rs. 114 per annum.

The average attendance at each school has improved, and is now very good, being 78 per cent. of the number of boys enrolled. The improvement in attendance may be also thus illustrated :—

Year.	Number of village schools where the average attendance was				
	Less than 20.	Between 20 and 40.	Between 40 and 70.	Between 70 and 100.	Total.
At close of 1870-71, ...	91	373	95	16	575
At the close of 1871-72,	79	484	151	33	747

General remarks on village schools.

125. Last year from the returns it appeared that there were many more schools with poor attendance in the Eastern Circle than in the Western Circle. But the Inspector of the Eastern Circle points out, that there are many branch schools in the Western Circle, and if their average attendance be considered, perhaps there is no difference, or the advantage may be on the side of the Eastern Circle. There are now 73 branch village schools, 14 of which are in the Lucknow district, 33 in the Sítapúr district, 13 in the Faizabad district, and 13 in the Bharaich district. There are thus 26 branch village schools in the Eastern Circle, according to the returns against 47 such branches in the Western Circle.

The Western Circle, therefore, contains 21 more branches than the Eastern Circle. If we consider all the branch schools as so many separate schools, then we have an average attendance of 27 pupils for each school in the Western Circle, against an average attendance of 23 at each school in the Eastern Circle, or the average attendance at each school is higher in the Western Circle than in the Eastern Circle. This does not at all show that the schools have been badly located, but simply leads to the inference, that the average population for each village is greater in the Western Circle than in the Eastern Circle. This inference is correct. For the average population for each village in the Western Circle is 509, whereas it is in the Eastern Circle only 428.

The late Director of Public Instruction declared, that his great object was to place a good elementary school "under a well trained and fairly "paid teacher within 2½ miles of every child in the Province." We have now in Oudh 1,063 schools and branch schools. The area of Oudh is 24,060 square miles, or one school now exists within every 4½ miles of each child. All indigenous schools and schools for girls are omitted from this calculation. The latter might perhaps have been included, as I have sometimes seen very little boys of six or seven years attending girls schools. As village education progresses with the settlement in Gonda and Kheri, and when all towns contribute from local funds, or by fees and subscriptions, for the establishment of primary schools, we shall reach the proposed goal. This year at least a very great stride towards its attainment has been made. The past year is the first year since 1866, that has shewn a decrease in the cost of each school, and at the same time, a decrease in the average cost of each pupil. Last year I explained how it was that the average school expenditure had increased, whilst the average cost per pupil had diminished. I do not know that very much more can be done to decrease the average cost per school than has been done. A decrease of more than Rs. 8 per school, without any loss in efficiency is in 12 months certainly very gratifying.

126. The pay drawn by village teachers may be thus shown:—

District.	Village school teachers at																					
	Rs. 12	Rs. 11	Rs. 10	Rs. 9-8-0	Rs. 9	Rs. 8-8	Rs. 8	Rs. 7	Rs. 6-8-0	Rs. 6	Rs. 5-8	Rs. 5	Rs. 4-8-0	Rs. 4	Rs. 3-8	Rs. 3	Rs. 2-8	Rs. 2	Rs. 1-8	Re. 1	Rs. 0-12-0	Total.
Lucknow, ...	...	2	3	...	6	.	5	13	...	5	...	10	...	10	2	10	...	5	2	3	...	76
Bára Banki, ...	4	...	3	..	10	2	18	28	3	33	1	19	1	7	...	4	...	5	7	5	...	150
Unáo, ...	.	.	3	..	5	...	22	19	...	14	2	5	...	5	.	6	..	2	14	...	2	90
Sítapur, ...	...	...	...	..	6	...	15	26	...	26	...	13	...	23	...	...	...	...	3	...	...	112
Hardui, ...	1	1	8	..	9	...	18	19	...	22	...	22	...	10	...	5	...	3	13	1	...	132
Kheri, ...	..	...	2	1	2	...	12	17	...	11	...	6	...	5	...	5	1	...	1	1	...	64
Faizabad, ...	...	...	6	...	3	...	11	13	...	33	...	19	...	11	...	13	...	6	...	3	...	121
Gonda, ...	...	...	2	...	1	.	3	8	...	20	...	2	...	6	...	...	...	..	...	...	...	42
Bhamich, ...	2	...	11	..	7	...	19	4	...	8	...	2	...	7	...	6	...	1	...	4	...	71
Rái Barelí, ...	2	...	7	...	6	...	11	19	...	26	...	23	...	10	...	10	...	9	...	1	...	127
Sultánpur, ...	3	...	3	...	4	...	11	21	...	38	...	7	...	9	...	1	...	3	...	1	...	101
Pratábgarh, ...	3	...	3	...	5	...	17	16	...	25	...	18	...	11	...	2	...	9	...	5	...	114
Total, ...	15	3	51	1	64	2	168	203	3	261	3	146	1	114	2	62	1	46	40	24	2	1,212

Remarks.

Abstract.

717 village schools, with 73 branches existing at the close of 1871-72, were under the charge of 771 Masters assisted by 441 Assistant Masters, Monitors, and pupil-teachers. The note below shows the salaries of the Masters, the average being Rs. 7-5-7 per mensem.

15	Teachers at	12 each.
3	Ditto,	11 „
51	Ditto,	10 „
1	Ditto,	9-8 „
64	Ditto,	9-0 „
2	Ditto,	8-8 „
168	Ditto,	8-0 „
203	Ditto,	7-0 „
3	Ditto,	6-8 „
261	Ditto,	6-0 „
771		

Pay of village teachers and monitors.

The persons drawing less than Rs. 4 are with very rare exceptions, pupil teachers or monitors. In 1870-71, the average monthly pay of each master was in Oudh Rs. 7-6-11, now it is Rs. 7-5-7. There were then 346 school-masters drawing less than Rs. 8 a month, now there are 467 masters thus paid. There were in 1870-71, 242 assistants and pupil teachers, now there are 441 such persons.

The pupil teacher or monitorial system is both cheap and efficient.

State of rural education in each district.

127. The accompanying statement shows the relative state of village school education for each district in Oudh, and the actual attainments of the pupils according to the several classes or standards. I visited a large number of these village schools, and found the classification of the pupils strictly according to the curriculum. This classification affords perhaps a better criterion of the attainments of our village school students, than any hurried examination under fixed standards could possibly do. It is only when the classification is neglected, or the standard varies in different schools, that actual examination becomes necessary to ascertain the knowledge of the pupils. But where one uniform curriculum exists for each class of schools for a whole province, and where the classification of pupils is strictly in accordance with the prescribed standards, such classification and curriculum combined, show with much exactness the knowledge acquired by the pupils. During the year the curriculum underwent some slight modification. The last class, the fourth, was divided into two. The fifth class now consists of all boys who have not mastered the alphabet and the multiplication table to 10, in fact, of boys not sufficiently advanced to commence the primer. Since the numbers increased during the year by more than 8,000 pupils, the last class must necessarily be large. Next year we may hope for a corresponding increase in the upper classes.

District.	Year.	Total number of Schools.	Numbers of pupils in Classes.						Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.	Remarks.
			I.	II.	III.	IV.	V.	Total.					
												Rs.	
Lucknow, ...	1870-71	39	208	354	541	1,121	...	2,224	2,110	1.563	73	379	
	1871-72	(a)52	183	416	444	474	582	2,099	2,117	1,438	68	362	(a) Includes 14 Branches.
Bára Banki, ...	1870-71	68	293	485	701	1,350	...	2,829	2,529	1,960	78	632	
	1871-72	90	378	404	789	1,247	981	3,889	3,236	2,555	79	822	
Unáo, ...	1870-71	64	227	416	566	1,558	...	2,797	2,706	2,081	76	490	
	1871-72	62	224	401	519	580	1,064	2,788	2.756	2,184	79	477	
Sítápur, ...	1870-71	54	101	427	500	1,338	...	2,366	2,210	1,748	79	660	
	1871-72	(b)107	237	475	611	836	1,444	3,603	2,822	2,335	83	730	(b) Includes 33 Branches.
Hardui, ...	1870-71	72	261	500	696	1,787	...	3,244	2,983	2,405	81	935	
	1871-72	83	325	514	697	808	1,179	3.518	3,308	2,661	80	1,156	
Kheri, ...	1870-71	12	12	78	117	260	...	467	445	372	83	142	
	1871-72	51	10	98	168	397	1,059	1.732	1,493	1,197	80	182	
Faizabad, ...	1870-71	51	214	441	533	848	...	2,036	1,759	1,368	78	657	
	1871-72	(c)81	229	368	593	623	929	2,742	2,317	1,774	77	706	(c) Includes 13 Branches.
Gonda, ...	1870-71	1	7	...	10	18	...	35	29	23	80	3	
	1871-72	35	...	2	96	260	1,028	1,386	768	670	87	45	
Bharaich, ...	1870-71	39	42	197	371	708	...	1,318	1,177	907	77	671	
	1871-72	(d)59	134	240	342	425	743	1,884	1,550	1,188	76	605	
Rái Bareli, ...	1870-71	62	237	420	613	983	...	2,253	2,159	1,617	75	402	(d) Includes 13 Branches.
	1871-72	70	285	510	751	747	962	3,255	2,628	2,000	77	394	
Sultánpur, ...	1870-71	59	175	397	527	986	...	2,069	1,871	1,392	74	546	
	1871-72	69	189	385	591	630	616	2,411	2,166	1,592	73	543	
Pratábgurh, ...	1870-71	54	120	278	386	850	...	1,634	1,467	1,126	77	136	
	1871-72	61	215	378	497	483	645	2,218	1,915	1,452	76	164	
Total ...	1870-71	575	1,897	4,005	5,561	11,807	...	23,270	21,445	16,562	77	5,653	
	1871-72	747 and 73 Branches.	2,409	4,281	6,098	7,505	11,232	31,525	27,076	21,046	58	6,187	

Every district shows improvement save Lucknow, and apparently Unáo. In Lucknow there is decreased attendance, the fees have decreased, and there has been a decrease of pupils in the 1st and 3rd classes.

In the Lucknow district, the percentage of average attendance is not good, it is lower than in any other district. So also in Unáo, there is a decrease in the 1st, 2nd and 3rd classes, and the fees have decreased, but the average attendance has improved.

The reason for the apparent decrease of schools and scholars in Unáo is the fact, that two of the best village schools situated in the populous towns of Nawalganj and Mohán, the latter the head quarters of a Tahsildár, have been made into town schools. As their classification was good and their fee collections fair, their removal to the town school grade has affected the Unáo village school returns. In Hardui the fee collections continue to be remarkably good, the average attendance is good, and the upper classes are well filled with pupils.

On the whole, save in Lucknow and Unáo, there has been great improvement, and even in Unáo, the cost per scholar has diminished from Rs. 3-8-3 annually to Rs. 3-3-7.

There was so much sickness in Lucknow, Unáo, Sultánpur, and Pratábgarh, and the rains were so unusually heavy, preventing boys who lived at any distance from attending school, that the improvement actually achieved is remarkable. The harvests too were not good, and yet, in spite of sickness and bad harvests, the fees increased by 9 per cent. Many of the village schools are now comfortably lodged and have been provided with suitable apparatus. The boys don't now sit in the cold weather on straw like so many buffaloes. A black-board, table, maps, registers, books for the master's use, and a chair or stool now exist in very many schools, and tát or benches on which the boys may sit have been in most cases provided. I was informed on my tour that a better class of pupils were attracted to our schools, and certainly the increase in schooling fees, in numbers and attendance seems to show that our village schools are popular.

Village Schools in the Eastern Circle.

128. Mr. Thomson remarks that "the village schools in Faizabad "have not had such close supervision from the Deputy Inspector as in "previous years. In May, Munshi Bishambhar Dayál was transferred "to Pratabgárh, and Munshi Devi Singh appointed to act for him. "Devi Singh had not been two months in charge when he met with "a very severe accident, that compelled him to resign. He was succeeded by Munshi Narayana Dás, who remained in charge until Munshi Bishamber Dayál returned in November." Faizabad.

The schools not separately considering the thirteen branches, have increased from 51 to 68, the pupils from 2,036 to 2,742, the average attendance from 1,368 to 1,774. The average number of pupils per

school has risen from 40 to 43, but the percentage of average attendance has fallen from 78 to 77. The fee collections have increased from Rs. 657-10 to Rs. 705-15.

The progress made in studies appears from the table given in para. 127.

The classification is not good. The number of pupils in the 1st class is but slightly greater than in the previous year, whilst the number of pupils in the 2nd class has diminished, ninety-three first class boys having completed or nearly completed their course, left school. The number of pupils in the lowest class is greater than it should be, but the opening of seventeen new schools, and the consequent influx of pupils partly account for this. The Inspector remarks too, that most of the teachers of the new schools are uncertificated, and are not nearly so efficient as men who have been trained at the Normal school. The Normal school has this year been very actively engaged in supplying teachers, but with the commencement of the village school system in Kheri and Gonda, and the greatly increased number of schools throughout the province, the Normal school in spite of every effort has hardly been able to keep pace with the demand.

Mr. Thomson further remarks :—

" It will not be possible to establish more than three or four new " schools during 1872-73, as there is not money to pay more teachers. " But this is not altogether a matter of regret, for consolidation is " required as well as extension. A number of masters will be sent to the " Normal school as soon as trained men come to take their places, and in " two or three years, all the village teachers in the district will be men " very fairly qualified for their work. Almost all the schools have " good houses, well supplied with necessary apparatus, and, I have no " doubt, that where buildings have not yet been erected, they will be " ready before another year passes. Care will also be taken that boys " are not neglected in the IV and V classes, but are being fitted for " promotion as fast as possible."

" I have more than once recommended the Deputy Inspector, " Munshi Bishambhar Dayál for promotion, and now earnestly repeat my " recommendation. He has always shown much tact and judgment in " dealing both with the people and the schoolmasters, and he is very " dilligent and careful in his office work."

Regarding the promotion of Mr. Bishambhar Dayál and of Mr. Imdád Hosein of Hardui, I shall have the honor to address to you a separate communication.

The village school buildings, work of the school committees, the results of the village school scholarship examination, and the state of the village school library will all be treated of under their respective headings.

The Inspector reports :—

129. Three years ago four or five " village schools were established- " ed in this district, but as there was no Deputy Inspector to look after " them, they made no progress, and at the beginning of 1871-72, all " had been closed but one. In August, however, a Deputy Inspector " was appointed, and village schools began in earnest. They now num- " ber thirty-five, and contain 1,386 boys. It is impossible to give com- " parative returns, as two schools have been at work for six months, " seven for five months, nine for four months, eight for three months, " three for two months, and four for only one month. Gonda.

" The classification is shown in para 127.

" The amount of fees has been Rupees 45-5-6.

" Great difficulty has been felt in getting houses. The people seem " very willing to give houses where they have them, but so many were " brought down by the unusually heavy rains of last year, that there are " not enough for the inhabitants themselves.

" I was in this district in February and March, whenever I visited " a school I found a good many boys present, but little or nothing done " to classify or teach them."

The Inspector does not think the village schools will make any very decided improvement under the present Deputy Inspector, Mr. Mohendro Nath Dutt. He is a very quiet, amiable man, is a capital scholar, and was successful as a schoolmaster at Hardui. He has undoubtedly all his work to learn, and being a Bengalí, he is foreign to the people. I propose to give him a fair trial. The Deputy Inspector classes eight schools as excellent, seventeen as good, seven as fair and three only as bad. This classification is not of much value, the exact state of the schools is shown from the classification.

The great want of this district now, is school building, and though seven were sanctioned, the weather was so unfavourable, and the Deputy Inspector so new to his work, that at the close of the year only two were near completion.

130. Mr. Thomson says :—

" Seven new schools have been established during the year, raising " the number from 39 to 46. The number of pupils has risen from " 1,318 to 1,884, but the average attendance has been only 76 per cent. " against 77 per cent. of the number registered in the preceding year. " This district is intersected in all directions by rivers and jhils, and " for a good while during the rains, villages were cut off from all com- " munication with their neighbours. Under the circumstances, I consi- " der that the average attendance has been good. The fee collection has " fallen from Rs. 670-15-9 to Rs. 604-11-0, I believe that at first, masters " were too severe in exacting fees, and that boys were in this way kept from " attending school. It is advisable to be a little easier with pupils who " are poor, but fees should not be allowed to come lower than they are " now. Bharaich.

"All the classes have made respectable progress. This will be seen "if the table in para. 127 is consulted.

"I examined the schools of this district in March. A few were "excellent, but as a rule, the teaching was loose, and the number of boys "in the lower classes too great. The Deputy Inspector had not been so "expeditious in repairing the school houses damaged during the rains as "I could have wished."

The attendance in Bharaich seems to fluctuate a good deal. The Deputy Inspector reports that no less than 974 boys left school during the year, whilst there were 1,540 admissions. He remarks that many boys leave school directly they have learned to read and write and to work sums in the first four simple rules.

Rái Barelí.

131. The Inspector reports :—

"Early in 1871-72, the Deputy Inspector was transferred, and "Munshi Jugal Kishor appointed in his place. The change has been "in every way beneficial, and the year has been marked by excellent pro-"gress. The number of schools has risen from 62 to 70 and the pupils "from 2,253 to 3,255. The average daily attendance has been 77 per "cent. of the number registered. The fees have fallen from Rs. 402-0-0 "to Rs. 394-3-9. In 1869-70, the fees amounted to Rs. 548-2-9. People "in this district are able to pay higher fees, and the Masters should "endeavour to increase their incomes from this source. The fee collec-"tion might be doubled during 1872-73.

"The progress of the different classes will be seen from the state-"ment in para. 127.

"I inspected the schools of this district in December and January, "and was well pleased with the condition in which I found them. The "Deputy Inspector's manner is quiet and mild, but at the same time, "firm ; the masters were working well, and considered themselves com-"fortable, the boys evidently enjoyed their work and were making good "progress. Much of the Deputy Inspector's time has been taken up with "buildings. He had had no experience in this sort of work, and so it "took him longer to understand it. But in future, he will be easily able "to make arrangements for buildings and repairs, and so have more time "for inspection."

The Deputy Inspector does not say why the fee receipts have diminished, but considers the decrease to be merely temporary.

Pratábgarh.

132. The Inspector reports :—

"The schools of this district now number 61 against 54 at the close "of 1870-71. The number of pupils enrolled has risen from 1,634 to 2,218 "and the daily average attendance has been 76 per cent. of the number "registered. Fees have risen from Rs. 136 to Rs. 164-7-6.

"The classification is detailed in para 127.

"I inspected the schools of this district in November and December. "They are very unequal, a large proportion are excellent, while several "are very bad. The year, however, has been one of progress in every "way. And, although the schools of so very poor a district must always "be behind those of most other districts, yet Mír Muhammad Husain, the "Deputy Inspector, has improved them so much, that I feel certain the "remaining defects, if not altogether removed, will be steadily reduced."

The Deputy Inspector is a very valuable officer. His report is interesting, and his remarks on School Committees, on the attitude of the people towards our schools, and our school buildings will all appear in their proper place. Towards and after the close of the year under review, cholera became very rife in the Pratábgarh district. Between the 22nd April last and the 30th idem, no less than 4,574 persons died of cholera, of whom 40 were students at village schools. The action of the Deputy Inspector was judicious. As the boys were generally quite unable to leave the district whatever the schoolmasters might do, the latter were directed to stay at their posts, and to assist the villagers in case of sickness by advice and medicine. 12 village schools were selected as centres, and cholera medicines were, with the approval of the Civil Surgeon, Dr. Hart, distributed with directions, not only for their use, but for the avoidance (so far as the cause of *cholera* is known,) and treatment of the epidemic in all its stages.

133. The Inspector remarks, "the past year has been very unfavour- "able to this district. The floods in September swept away several vil- "lages on the banks of the Gomti where we had schools, shortly after "cholera broke out, and raged for more than two months on both banks "of the river with extraordinary severity. During that time, one-third "of the schools in this district were practically closed. It is not strange, "therefore, that in some respects very little progress has been made." Here too, schoolmasters were ordered to stay at their posts. Dr. Franklin drew up a few simple directions for the treatment of cholera, and cholera medicines were sent to seven schools. The masters were told to keep an account of the persons attacked, and to say whether they recovered under treatment, or succumbed to the disease. It seems that there were thirty cases treated and 29 persons recovered. Ten fever patients were also treated, and six recovered. Sultánpúr.

Our village schoolmasters are generally a very intelligent and respectable class of men, and distributed as they are through the length and breadth of Oudh, form a very convenient body through whom the public may be counselled and assisted in any emergency. I should like to see much more use made of them as rural post-masters, and sub-registrars, than has hitherto been done.

VILLAGE SCHOOLS IN THE WESTERN CIRCLE.

134. Here the number of village schools is 38, the number of pupils has decreased from 2,224 to 2,099, the fees from Rs. 379 to Rs. 362, and the average daily attendance from 73 to 68 per cent. There were Lucknow.

two changes in the Deputy Inspectors during the year. Pandit Sheo Narayan went on leave, and he was succeeded by Munshí Muhammad Husain, to whom succeeded Munshí Rám Prashád. But these changes ought not to have affected the village schools, which should by this time be on a sufficiently sound basis to at least remain undisturbed by changes that lasted for only six months. Besides, both gentlemen who acted in Lucknow, as Deputy Inspectors, are very good men. The classification *vide* para. 127 has not improved. The Deputy Inspector explains the decrease of boys in the 1st class by the introduction of an additional class book in the 2nd class. The explanation may be accepted, but is no reason for the decrease of pupils in the 3rd class. In Lucknow there should be no decrease in village school attendance, fees, or pupils. The Normal School, being in Lucknow, there ought to be no difficulty in securing excellent village schoolmasters. No less than 1,050 pupils left school during the year, 86 pupils from the 1st class, 175 boys from the 2nd class, the rest from the lower classes. Sixty-seven pupils obtained employment, 175 commenced work, 136 left the village, and the remainder left because they did not wish to continue their studies. A few also joined other than village schools. A great number of the village schools in this district were visited during the year by Mr. Sparks, the Deputy Commissioner, Lieutenant F. Barrow and Mr. Bickers, who gave a good many rewards to the best school boys.

The Deputy Inspector mentions, that Mr. Bickers's remarks in the school minute books have been of much service.

Bára Banki.

135. Here the schools have increased from 68 to 90, the number of scholars from 2,829 to 3,889, the average daily attendance from 78 to 79 per cent., the fee collections from 632 Rs. to 822 Rs. The classification has also improved. At the last village school scholarship examination, sixteen boys obtained scholarships, and are now reading at the High School.

Unáo.

136. The schools have decreased by 2, the number of scholars has fallen from 2,797 to 2,788, but the percentage of average attendance has much improved. It is now 79 per cent. in place of 76 per cent. of the number enrolled. I may add too, that the decrease in numbers is more apparent than real. For, two schools formerly reckoned as village schools, have during the year been made town schools, both being situated in places of considerable population and some trade. From the same cause, the fee collections have decreased from Rs. 490 to Rs. 477. They should be larger. In the Review of the Educational report for 1870-71, the Chief Commissioner remarked " in the Unao District the village "schools have not done well, and yet the teachers of that district are now " the best paid men of their class in Oudh ; out of 134 teachers, no less " than 33 get more than 8 Rs. a month, and 30 draw from 7 to Rs. 8." The following table will shew the change that has taken place.

Year.	Village schoolmasters at.												Total number of masters.	Remarks.
	Rs. 10.	Rs. 9.	Rs. 8.	Rs. 7.	Rs. 6.	Rs. 5-8.	Rs. 5.	Rs. 4.	Rs. 3.	Rs. 2.	Rs. 1.8.	As. 12.		
At close of 1870-71, ...	10	23	13	17	12	.	3	3	6	1	16	...	104	
Ditto, of 1871-72, ..	3	5	22	19	14	2	5	5	6	2	14	2	99	

There are now only 8 village teachers, who draw more than 8 Rs. monthly. The classification has not improved, but the village school pupils at the last scholarship examination did well. The work of school Committees, and the state and progress of school buildings will all be considered under their proper heading. The number of pupils at each school in Unao is considerable. There are no schools having less than 20 pupils, there are 31 schools with less than 50 pupils, but more than 20, and there are 31 schools each having more than 50 scholars. Of these 31 schools, 9 have more than 70, and 2 more than 100 pupils.

Sítápur.

137. The schools have increased from 54 to 74, the pupils from 2,366 to 3,603, the percentage of average attendance from 79 to 83, and the fee collections from 660 Rs. to 730 Rs. The daily attendance is now particularly good. There is an average of 48 boys for each school. In March 1871, the average was only 23. The classification has much improved, the number of pupils in the 1st Class having more than doubled during the year. Last year there were but nineteen village schools with good first classes, now there are 36 such schools. At the last village school scholarship examination, the pupils did well. The Inspector reports favourably on the village schools in this district, and mentions that the zamindars of a village called Gujra, had commenced to build at their own cost a kutcha school house.

During the year 2,084 boys were admitted as scholars into village schools, and 847 pupils were withdrawn.

Hardui.

138. The schools have increased from 72 to 83, the pupils from 3,244 to 3,518, and the percentage of average attedance is very good, being 80 per cent. of the number enrolled. The fee collections have risen from Rs. 935 to Rs. 1,156. Hardui stands first in Oudh as regards village school fee collections. The number of boys per school is 42. The Shahabad Tahsil takes the lead of the other Tahsils in this district in village school education. In that Tahsil there are 1,575 boys attending village schools, no other Tahsil has so many as 800 scholars. The classification has improved. But there are many boys in the lowest class.

The cost of educating each pupil has diminished. Fifty-eight boys left school from the 1st Class of village schools, having completed their course, and fourteen boys obtaining scholarships joined the High School Middle Department.

Kheri.

139. Here, as in Gonda, we commenced this year to introduce our rural school system. Mr. Késho Prashad Tiwarí was appointed to officiate as Deputy Inspector. The Inspector reports that Mr. Késho Prashad "set himself to work with an earnest heart, and by the end of the year, "had opened 39 new schools"

The schools have increased from 12 to 51, the scholars from 467 to 1,732, the fee collections from Rs. 142 to Rs. 182. The majority of the schools having been opened only recently, the bulk of the pupils are still, of course, in the lowest class. The average attendance is now 80

per cent. of the number enrolled. It should not fall below this. Primary rural education has been fairly commenced.

Proportion of Muhammadans to Hindus in village schools.

140. Muhammadans in Oudh gladly avail themselves of rural primary education. The proportion of Muhammadan students to the Hindus may be thus instructively shown :—

	Percentage of Hindus, to Muhammadans on the total population.	Percentage of Muhammadan students to total number of pupils at village schools.
Lucknow, ..	19	17
Bára Banki, ..	14	37
Unáo, ..	7	9
Sítápur, ..	12	24
Hardui, ..	9	11
Kheri, ..	10	16
Faizabad, ..	9	25
Gonda, ..	10	18
Bharaich, ..	12	22
Rái Barelí, ..	4	14
Sultánpur, ..	9	16
Pratábgarh, ..	8	21

Rather less than 11 per cent. of the total population of Oudh are Muhammadans. But of the school population no less than 19 per cent. are of that religion. In Lucknow, the percentage should perhaps be higher. But it must be remembered, that as a rule, Muhammadans live in large towns. In Faizabad and Sítápur, the results are startling, shewing that Muhammadans avail themselves twice as gladly as the Hindús of the education offered in our village schools. In Hardui there are large Muhammadan towns. The mass of the village population are Hindús. At the nine largest towns in Hardui, the proportion of Muhammadans to the total number of scholars is 50 per cent.

Village school scholarship examination.

141. The village school scholarship examination was very systematically conducted. The number of boys who competed, who passed and who obtained scholarships may be thus shown :—

District.	Number who competed.	Number who passed.	Number who obtained. scholarships.
Lucknow, ...	44	28	3
Bára Banki, ...	65	49	16
Unáo, ...	75	36	12
Sítápur, ...	39	12	12
Hardui, ...	45	27	16
Rái Barelí, ...	101	18	5
Sultánpur, ...	41	12	12
Pratábgarh, ...	70	29	5
Faizabad, ...	100	39	5
Bharaich, ...	15	8	6
Kheri, ...	12	7	6

So few boys in Lucknow obtained scholarships, as some unfairness was supposed to have occurred, and those of the students regarding whom there was doubt declined to be re-examined. In Rái Barelí, Faizabad,

and Pratábgah, so few scholarships were given, because there were several unterminated scholarships held from the previous year, for which provision had to be made.

142. These Committees I have found very useful. To them I have often been able to refer questions regarding the repair of school houses, affecting the character of teachers, and other matters of local interest. A good schoolmaster generally finds them useful, but an idly disposed man, or one who wishes to make certain changes for his own personal advantage, undoubtedly distrusts or dislikes the Committee. The Inspector, Lucknow thinks, that village school Committees are of more use than town school Committees, and he records that our village school Committees have with few exceptions met every month. Their proceedings are it is said "often in praise of the schoolmasters" and they dislike to report a teacher for misbehaviour, though they sometimes "whisper "to the Deputy Inspector." Village school Committees.

143. The Deputy Inspector Bára Banki says, that "many of the "Sub-Committees are regular in their meetings, but some require en-"couragement." He adds, that "the efforts of the Sub-Committees have "undoubtedly been successful, provided such efforts were not nominal to "be entered in the school minute book." This seems to be a contradiction. If the efforts of the Sub-Committees were successful they were successful, and to hint, but perhaps no such innuendo is intended, that a man or a body of men do good from an improper or low motive, is both impolitic and ungenerous. Bára Banki.

144. The Deputy Inspector Hardui makes no report on the village school Committees. Hardui.

145. The Deputy Inspector Sítápur reports :— Sítápur

"Many of the school Committees have been very regular in hold-"ing monthly "meetings and "rendering ma-"terial assistance "towards the "welfare of their "respective insti-"tutions. The Committees noted in the margin,* deserve mention for "the disinterested zeal evinced by them in the cause of education in "their respective localities."

1.	Badawan Tolah school	Committee.	11.	Bhinheni school	Committee.
2	Monowan school.	do	12	Pareojal	do.
3.	Jahangirabad	do.	13.	Simrawan	do.
4	Seota	do.	14.	Gujra	do.
5.	Barmaholí	do.	15.	Ramabhari	do.
6.	Kuttasur	do.	16.	Sarkaha	do.
7.	Púrsúnda	do.	17.	Ramgarh	do.
8.	Mura	do.	18.	Mubárakpur	do.
9.	Bargaon	do.	19.	Ambarpur	do.
10.	Rahimabad	do.	20.	Mahewa	do.

146. In Kheri, the Members of the village school Committees are said to be ignorant, and to assemble very rarely. Kheri.

147. The Deputy Inspector says, that in the Unáo District, the "school Committees are the sources of infinite good." Unáo.

The best school Committees are those of Púrwa, Mohán, Safipur, Panhan Hiloli, Zoráwarganj, Bigahpur, Nawábganj, Bethur, Urhar, Aswan, Muzaffarnagar and Kantha.

Faizabad.

148. In this district the school Committees are said not to have assembled regularly. But some Members take a very hearty interest in the schools in their villages. "For instance, Muhammad Husain of the "Sewaganj Committee, Thákur Rám Swarúp Singh, T'alukdár of "Khapradih, of the Janai Committee, Mír Majid-ud-din, Ashraf of "Baskhari, have rendered as much assistance to our schools as possible." Other gentlemen are also mentioned. They are Mahmúd Alí Khan, Inspector in the Police Department, Abul Hasan, Tahsíldár of Bikapur Tahsíl, Ganpat Ráo Tahsíldár of Faizabad Tahsíl, Munshí Janki Prashad and Mír Karamat Husain, the late and present Manager of Khapradih estate, and Anwar Alí, a private man residing at Shahzádpur (through whose assistance girls' schools have been established.)

Pratábgarh.

149. Mr. Muhammad Husain is one of the best of our Deputy Inspectors, and owing to his exertions, the schools in the Pratábgarh district, are greatly improving. He says that the improvement of village schools "is partly owing to the cordial assistance of the school Committees, which have been established wherever a school exists. The village school Committees do not yet fully understand their duties, and in some places they are said be "shy of meeting." "When the "teacher is industrious and popular, then the Members of his school "Committee take great interest in their duties, but the lazy school-"masters always complain of the carelessness of the Members." The "Members are encouraged by friendly visits from the Deputy Inspector, "and by seeing their proceedings mentioned in the Educational news-"papers."

Sultánpur.

150. Committees have been appointed to all village schools permanently established. Twenty eight Committees are said to have assembled for the transaction of business. One Committee met eight times, and 13 Committees once only. The Deputy Inspector says, none of the Committees have done anything worthy of notice.

Gonda.

151. The Deputy Inspector does not record the work of the school Committees. His attention will be called to the subject. It is especially necessary to interest people from the very first in our village schools

Raí Bareli and Bharaich.

152. In these districts too, no mention is made of the work of village School Committees.

General remarks.

153. A fair amount of success has, I think, attended the creation of the village school Committees. Certain respectable gentlemen in every village feel they have a right to enter the school and see how their relatives or sons or dependents are progressing. When I examine schools, I now generally find that some two or three members of the Committee make their appearance as the examination progresses, and take an interest in what is going on. In some places indeed, a large number of the Committee members and their friends attend.

Popularity of village schools, and conduct of the teachers.

154 The returns show that our village schools are every year becoming more popular. In Sitapur, the Deputy Inspector has opened

two night schools for adults employed in field labour or other work in the daytime. Several of the adults are reported to have made fair progress, and one was sent to the Normal School to be trained as a teacher.

The village school teachers have as a body behaved very well during the year. Many have worked really hard, and I have received no report of worse misconduct than in leaving their schools without permission. Only a very few instances occurred, chiefly in the Bharaich district.

During the year, the Inspector General of Police, ordered at my desire, that Schoolmasters apprehended for any offence should be reported to me. I have received no such reports, and considering the large number of men employed, the absence of such reports is highly creditable to the men as a body.

The village school curriculum.

155. During the year the curriculum was slightly altered. The lowest class was divided into two, the lowest section for those boys who had not mastered the alphabet and multiplication to ten, and the upper section (the 4th Class), for those boys who having mastered both alphabet and numerals, were fit for the primer. In the 1st and 2nd classes, part I of an Urdu poetical reader was introduced. The book has a vocabulary in which all allusions, and the most difficult words are explained, and a short account of the life of each part is given. All the pieces are original, and not wanting in merit. Some of the village school-masters have not yet mastered the book. But Deputy Inspectors were instructed by me verbally, when on tour, to explain difficulties to the teachers, and every library has now very good dictionaries, which the masters are encouraged to use. So the teachers should shortly have mastered any difficulties the book may present. Many of the pieces are very simple. As the book now forms a part of our Normal School curriculum, teachers sent out hereafter will find no difficulty. Amongst School Committees and educated Muhammadan gentlemen, these is no doubt that the book is exceedingly popular. I have never heard a native gentleman speak otherwise than in praise of the work. The 2nd part is more difficult than the 1st part, and is read only in town schools. A paraphrase of the 1st part will shortly be issued, so that village school teachers sent recently from the Normal School, may not have the slightest excuse for ignorance of the meaning of any passage. For the last eight years I have endeavoured to get a similar anthology of Hindi Poets compiled. But whether because their works are more difficult to get, and their lives are less remembered, or for any other reason, I have not yet obtained a suitable compilation.

The collection of Urdu poetry is the only purely literary work in our village school course. All the other class books are on Grammar, History, Geography, Arithmetic and Natural Science, or are simply letter writers.

Village school buildings.

156. The accompanying statement will show that the repair and construction of village school houses have proceeded vigorously. During the year, four plans and estimates for village school houses were circulated amongst all Deputy Inspectors. The first was the plan of a school house with sloping tiled projecting roof and verandah with small room for school furniture. The building was to be what is called kutcha pucka, was to allow of sufficient space for the instruction of eighty pupils, and was to cost Rs. 466. The defect of the plan is, that the back wall is built simply of mud or of sun-dried bricks, and is therefore liable to be affected by heavy rain. But to obviate as far as possible any damage, the roof is made low and projecting.

The other plans formed a set of three. All were on the same principle, and were for entirely pucka buildings. Plan No. I, is for 120 boys, and is to cost Rs. 776, plan No. 2 is for eighty boys, and is to cost Rs. 552, and plan No. 3 is for sixty boys, and is to cost Rs. 477. A house is now being built after plan No. I, at Husainganj, for a Municipal primary school. The advantage of buildings after this plan, is that all the material parts of the buildings are of good bricks and mortar, the inside walls to keep out the hot wind, rain and dust, being alone of mud. I say inside walls, because these walls do not go up to the roof, and are placed well within the brick pillars on which the roof rests. They might be destroyed every year without the slightest injury to the building. The defect of the building is, that the centre pillars obstruct the view of the Schoolmaster, who is thus unable to see all his pupils at a glance.

There was a total expenditure of Rs. 15,037 for the repair and construction of 514 buildings, or about Rs. 27 were spent on each building. The bulk of the work was for repairs or for temporary sheds; for work that could be done by unskilled labour under the direction of the schoolmaster. Every Deputy Inspector is allowed a Mistari, and in some districts where the work is particularly heavy, two Mistaris have been allowed during the busy season. The village school buildings are now in a very much better state than I ever saw them before.

Eleven regular school-houses were built during the year, 102 kutcha houses and sheds for temporary accommodation were also finished. At the close of the year, 17 regular school-houses were in progress, and 46 temporary sheds. One school-house and one shed had not been commenced. Ten school-houses were re-constructed with sloping roofs, and the re-construction of six was in progress in March last. The annual ordinary repairs of 76 regular buildings were concluded. The repairs of 31 such houses were in progress, and the repairs of three had not commenced. Trifling repairs to 158 temporary houses or sheds were finished during the year. The repairs of 43 were in progress at the close of the year, and the repair of eight had not commenced.

District.		Number of schools. Completed or repaired in the year.	Number of schools. In progress.	Estimated Cost.	Amount expended up to 31st March.	Schools erected or repaired under the direction of District Officers.	Schools erected or repaired under the direction of The Deputy Inspector.
Lucknow,	1870-71	1	..	375	270	...	1
	1871-72	24	23	1,347	1,021	...	47
Bára Banki,	1870-71	3	..	1,374	1,391	...	3
	1871-72	36	16	3,463	2,461	...	52
Unáo,	1870-71	1	..	915	915	...	1
	1871-72	19	26	2,332	1,819	1	44
Sítápur,	1870-71	8	6	288	278	11	3
	1871-72	28	29	1,224	543	4	53
Hardui,	1870-71	2	..	440	407	...	2
	1871-72	34	6	1,722	1,577	2	38
Kheri,	1870-71	7	1	80	80	8	...
	1871-72	31	4	686	489	19	16
Faizabad,	1870-71	4	1	2,440	1,839	...	5
	1871-72	43	11	1,408	1,268	...	54
Gonda,	1870-71	...	..	...	...	...	...
	1871-72	...	2	110	91	...	2
Bharaich,	1870-71	10	8	573	242	...	18
	1871-72	42	16	1,781	1,463	1	57
Rái Barelí,	1870-71	3	6	1,800	1,746	...	9
	1871-72	32	13	2,301	1,554	...	45
Sultánpur,	1870-71	1	..	415	350	1	...
	1871-72	10	7	1,981	1,376	...	17
Pratábgarh,	1870-71	5	3	740	600	...	8
	1871-72	58	4	1,942	1,375	1	61
Total,	1870-71	45	25	9,440	8,118	20	50
	1871-72	357	157	20,297	15,037	28	486

1. *Lucknow District.*—Of the 47 buildings entered in column 7, 5 have already been erected and 19 repaired and reconstructed, 18 are in progress, and 5 have not yet been commenced. The total sum, Rs. 1,021 entered in column 5, as spent during the year is made up of the following items :—New Buildings Rs. 442, repairs Rs. 476, Mistari's Wages Rs. 103. The whole sum Rs. 1,021 is spent from the current year's grant of Rs. 1,528-9-9; *viz.* Rs. 780-2-9 for New Buildings, and Rs. 748-7-0 for repairs. Balance in hand of Deputy Inspector on 31st March 1872, Rs. 516 inclusive of Rs. 8 on account of last year's balance.

2. *Bára Banki District.*—Of the 52 buildings entered in column 7, 36 have either been built, re-constructed or repaired, and 16 are either in course of erection, re-construction or repairs. The total sum Rs. 2,460-9-11 has been thus spent. Re-construction of houses Rs. 1,999-15-10, Regular school buildings Rs. 70, Temporary sheds Rs. 162-6-0, Thorough repairs Rs. 92-8-0, and Petty repairs Rs. 135-12-1. The Deputy Inspector had a balance in hand of Rs. 2-2-9 on 31st March 1871, drew during 1871-72, Rs. 2,875, *viz*, Rs. 2,275 on account of New Buildings, and Rs. 600 on account of repairs, Total Rs. 2,877-2-9. Of this sum he spent up to 31st March 1872, Rs. 2,461, hence there was a balance in his hand of Rs. 416-8-10.

3. *Unáo District.*—Of the 45 buildings entered in columns 6 and 7, one has been repaired through the District Officer, and 18 have been erected or repaired by the Deputy Inspector, and 26 are in progress. The total expenditure Rs. 1,819 includes that of Rs. 100 by the District Officer, and Rs. 1,719 by the Deputy Inspector. The Deputy Inspector, had a balance in his hand of Rs. 212 on 31st March 1871, and he drew from the current year's grant, Rs. 2,120 including Rs. 100 paid to the District Officer He thus had altogether Rs. 2,332; of this sum Rs. 1,819 were spent by both the District Officer and himself, hence there was a balance in his hands on 31st March 1872, of Rs. 513.

4. *Sítápur District*—Of the 57 schools entered in columns 6 and 7, 28 have been erected or repaired either by the Deputy Inspector or by the District Officer, and 29 are in progress or in course of repair under those officers. The total expenditure on these schools, *vide* column 5, has been Rs. 543 up to 31st March 1872. The Deputy Inspector had a balance in his hands on 31st March 1871, of Rs. 120. During the year 1871-72 he drew Rs. 1,104 under the Head Repairs and New Buildings, thus making a total sum of Rs. 1,224. From this deduct the total expenditure Rs. 543, and there was a balance of Rs. 681 with the Deputy Inspector on 31st March 1872.

5. *Hardui District.*—Of the 40 buildings noted in columns 6 and 7, 4 regular buildings have been built by the Deputy Inspector, who also built 19 temporary sheds and repaired 9 school houses. The District Officer only repaired 2 school houses and 6 new buildings are still in progress. The total expenditure on all these buildings during the year amounted to Rs 1,577. The Deputy Inspector had a balance on 31st March 1871, of Rs. 709 in hand. During the year he drew Rs. 1,133 on account of Repairs and New Buildings, thus making a total sum of Rs. 1,842 in his hand, deducting from this sum Rs. 1,577the amount expended, there remained a balance of Rs. 265 in the Deputy Inspector's hands on 31st March 1872.

6. *Kheri District.*—Of the 35 buildings noted in columns 6 and 7, 15 school houses have been repaired and 4 are in progress; of the 15 repaired 12 have been executed by the District Officer and 3 by the Deputy Inspector; 16 temporary sheds have been erected, 1 by the Head Master, Lakhimpur, 1 by the Head Master Golá, 7 by the District Officer and 7 by the Deputy Inspector. The whole sum Rs. 489 entered as expenditure, has been met from the grant of the year Rs 686-0-0 or Rs. 311-0-0 for Repairs and Rs. 375-0-0 for New Buildings. There was thus a balance of Rs. 197 with the Deputy Inspector on 31st March 1872.

7. *Faizabad District.*—Of the 54 buildings noted in column 7, 19 school houses have been erected and 6 are in course of erection, 24 school houses have been repaired and 5 are in course of repair. The Deputy Inspector had a balance in hand on 31st March 1871, of Rs. 544, and he drew during the year 1,550 Rs. under the Head New Buildings and Repairs, *viz.*, Rs. 1,250 under the former head, and Rs. 300 under the latter, in addition to this he also realized Rs. 7 by the sale of some spare materials, thus making a total sum in his hands of Rs. 2,101. After deducting the expenditure Rs. 1,268 *vide* col: 5, there remained a balance in his hand on 31st March 1872 of Rs. 833.

(8.) *Gonda District.*—The 2 buildings noted in column 7, are in progress. Rs. 91 only have been spent on them during the year. The Deputy Inspector had no balance in his hands on 31st March 1871. He drew during the year Rs. 429, *viz.*, Rs. 417 for New Buildings and Rs 12 for Repairs. Of this sum he spent Rs. 173 during the year 1871-72, and there remained in his hands at the close of that year a balance of Rs. 256.

(9.) *Bharaich District.*—Of the 58 buildings noted in columns 6 and 7, the Deputy Inspector built and repaired 24 and 17 school houses respectively, the District Officer repaired only one. 13 school houses are in progress, and 3 are in course of repair. The total expenditure incurred during the year amounts to Rs. 1,463. The Deputy Inspector had a balance in hand of Rs 100 at the close of 1870-71, and he drew Rs. 1,915 during the year, *viz.*, Rs. 1,715, under the Head New Buildings and Rs. 200 under that of Repairs. Besides this he also realized Rs. 18 from the sale of 3 school-sheds during the year. He thus had in his hands a total sum of Rs. 2,033, after deducting the expenditure Rs. 1463, *vide* column 5, there remained in his hands a balance of Rs. 570 on 31st March 1872.

(10) *Rái Bareli District.*—Of the 45 buildings noted in column 7, 3 have been built and 29 repaired; 2 buildings are in course of erection, and 2 in course of repair, and 9 have not yet been commenced. The total expenditure during the year has been 1,554, exclusive of the Mistari's wages. The Deputy Inspector had a balance in his hands of Rs. 407. He drew during the year Rs. 2,050, *viz.* Rs. 1,658, under the Head New Buildings, and Rs 392 under that of Repairs. He thus had in all a total sum of Rs. 2,457. After deducting Rs. 1,554 the expenditure incurred, *vide* column 5, and Rs. 271 on account of Mistari's pay there remained in his hands on 31st March 1872, a balance of Rs. 632.

(11.) *Sultánpur District.*—Of the 17 buildings noted in column 7, the Deputy Inspector built 1 regular building, 6 temporary sheds and repaired 3 school houses. Of the 7 buildings in progress there are 1 regular building and 3 temporary sheds under erection, and 3 school houses under repair. The total expenditure incurred is Rs. 1,376, *vide* col; 5. The Deputy Inspector had a balance in his hands of Rs. 436 at the close of 1870-71, he drew during the year Rs. 1,511 *viz.*, Rs. 1,436 under the head New Buildings, and Rs. 75 under that of Repairs. He thus had a total sum of Rs. 1,947. If from this sum Rs. 1,376 be deducted, *vide* col: 5, there is left in the Deputy Inspector's hands on 31st March 1872 a balance of Rs. 571.

(12.) *Pratábgarh District.*—Of the 62 buildings noted in cols; 6 and 7, the Deputy Inspector has built 21, and the District Officer one; and 4 are in course of erection. Of these 26 buildings, 14 are temporary sheds. 5 re-constructions and 7 regular New Buildings. Besides these the Deputy Inspector has also repaired 36 schoolhouses. The total expenditure has been Rs. 1,375 *vide* column 5. The Deputy Inspector had in his hands a balance of Rs. 754, on 31st March 1871, and Rs. 89 from the savings of the sanctioned works, or a total of Rs. 843. Besides this he drew during 1871-72 Rs. 766 *viz*, Rs 694 under the Head New Buildings, and Rs. 72 under the Head Repairs. He thus had altogether Rs. 1,609. After deducting from this sum the expenditure Rs. 1,375 *vide* column 5 there was left in his hands on 31st March 1872, a balance of Rs. 234.

School Buildings, Lucknow.

157. The schools are said to be "pretty well supplied with houses," 12 villages have kutcha pucka houses with flat roofs on the old plan, 14 schools have kutcha houses superior to those occupied by well to do agriculturists. Generally speaking, the houses do not seem to have suffered much during the last rainy season. The Mohánlalgunj school house however, built some years ago, fell down. It has not been rebuilt, for the aided school at Mohánlalgunj may not perhaps continue.

Bára Banki.

158. The Deputy Inspector Bára Banki reports :—

"There are now 25 regular school buildings in this district, one of "which has been built by Rájah Tajammul Husain Khan, of Bhatwamow "at his own cost, and another at Ghazipur, a tiled Bungalow, was built "by the Manager of the Haroha estate, by the orders of the Deputy "Commissioner, at the expense of the estate. Of the remaining 23 houses, "8 were built under the direction of the District authorities, and one by "the Deputy Inspector Lucknow, 14 were constructed under my own "supervision. Out of these 23 houses, 15 were seriously damaged during "the last heavy rains. Three have been repaired on the old plan, and 6 "reconstructed on the new plan. Of these 6 buildings, 3 have been com-"pleted and the other 3 are in progress, six remain yet to be repaired. "I am pushing on the work as fast as I can, and hope to finish them "before the commencement of the rains. It will not be out of place to

"mention here, that out of the 15 houses damaged during the rains, only "7 were built by me, and 8 were constructed under the agency of the "Tahsíldárs. No new building, save one, for the Nawabganj Female "School, has been commenced, but the houses now reconstructed or re-"paired, will last for years without any further trouble or extensive repairs, "because those which are now reconstructed are built with sloping tiled "roofs, and to the others, which are not rebuilt on the new plan for the "sake of economy, a projecting eave to protect the kutcha brick work "from the rains, and to prevent water going through the arches has been "added. Those that were last year rebuilt on the new plan, and also those "to which projecting tiled eaves were added, stood admirably well during "the last unusual and heavy rains, and required no repairs this year "save whitewashing and those petty repairs, which are, as a rule, required "after the rains to all houses however strongly they may be built.

"I have stated above that no regular school building has either been "built or commenced during the year, but for the places where the want "of a house was most pressing, temporary sheds costing Rs. 20 each "were provided. These sheds will last for more than 3 years."

One of the houses, that at Tikaitganj, which had suffered most severely and had to be re-constructed, I examined. I found that the house was not built according to specification, and bricks had been laid in brick-dust and mud instead of lime. The house was built by contract some years ago. All contract work has been strictly forbidden. I saw some of the buildings erected according to the new plan, and was pleased with their neat and clean appearance. They had not suffered, so far as I could see, at all from the rains.

Hardui.

159. The Deputy Inspector makes no special mention of the state of the village school houses. He would have them repaired and built through the Lambardárs, and by the Local Surveyor. This is how school houses are built in the Central Provinces. But there the Deputy Commissioners, and Tahsíldárs are as responsible for schools as as they are for any other of their multifarious duties. The Deputy Inspector of schools is especially attached to the Deputy Commissioner, to assist him in his educational duties. This plan would not answer in Oudh, where not merely the inspection of schools, but their administration, is entrusted to a separate department.

Unáo.

160. Here the Deputy Inspector reports that almost all the village school houses have been repaired and are in good order.

Sítapúr.

161. The Deputy Inspector reports that most of the village schools are lodged in suitable houses, 61 out of 107 schools assemble in borrowed houses, which have, most of them, been lent without rent. Thakur Bhawánidín Singh, Talukdár of Nilgaon, "has given a good house," for the school. Repairs are going on rapidly, and will be finished before the rains.

Kheri.

162. Only temporary sheds have as yet been provided for village schools in this district.

Faizabad.

163. The Deputy Inspector reports that 17 regular buildings existed in this district, of which 16 were built before March 1871. Only one, that at Deogaon, was built during the year under review.

During the last rains four are said to have fallen, at Bárámádpúr, Iltifátganj, Goshainganj, and Bhadarsa. Three of these four were built by district officers. The last was built by the Deputy Inspector, who says its destruction was entirely due to the badness of the site, the Zemindárs of Bhadarsa, refusing any better piece of ground. The house was near a tank. The tank overflowed during the last heavy rains. The school house was three feet deep in water and the walls were undermined. The Iltifátganj building has been rebuilt, and Goshainganj is in progress. No school house is required at Bárámádpúr, the school having been removed to another village about three miles off. The materials of the Bárámádpúr house will be used in repairing other houses.

Besides the regular school building at Deogaon, several tiled buildings have been constructed and repaired during the year.

Raí Bareli.

164. Four of the school buildings are reported to have suffered severely in the rains. They are under repair.

The Deputy Inspector reports that excepting two houses at Dikhouli and Bakhrouli built by the District Surveyor, all are in good order. None save the four mentioned suffered serious damage from the last heavy rains.

The repair and construction of 17 buildings were sanctioned. One regular building and six temporary houses have been finished. Also three houses have been re-roofed. The construction and repairs of the rest are in progress. The continual heavy falls of rain at the end of December, in January and February much delayed all building work both here and in other districts.

Pratábgarh.

165. The Deputy Inspector has an aptitude for building. The buildings originally constructed were all flat roofed. But flat roofed buildings are not at all suited for the Pratábgarh district. In May 1870, there were 25 regular school buildings. Of these nine have since been re-built. Others have been repaired or the repairs are in progress, (*see* statement.) The Deputy Inspector remarks, that the ordinary annual repairs required by a tiled house are much less expensive than the annual repairs necessary in a flat roofed building.

Gonda.

166. In this district school accommodation is much required. Seven school houses were sanctioned, but only two of the seven were at the end of March almost finished. The rains hindered the progress of the buildings and the Deputy Inspectors both here and at Rái Barelí are new to their work, and find some difficulty in school house building.

Bharaich.

167. The Deputy Inspector makes no remarks on the state or progress of the school buildings in this zil'a. Three regular school buildings were sanctioned and of them one will be finished, that at Jarwal, during the rains.

How village schools are accommodated.

168. The following statement shows how our village schools are at present accommodated.

District.	Number of village schools for which houses				Remarks.
	Are lent or given rent free.	Are lent on rent.	Have been erected.	Total.	
Lucknow, ...	19	2	31	52 (*a*)	(*a*). 38 Main and fourteen branch schools.
Bára Banki, ...	45	13	32	90	
Unáo, ...	10	12	40	62	
Sítápur, ...	61	5	41	107 (*b*)	(*b*.) 74 Main and thirty-three branch schools.
Hardui, ...	47	8	28	83	
Kheri, ...	40	1	10	51	
Faizabad, ...	31	7	43	81 (*c*)	(*c*) 68 Main and thirteen branch schools.
Gonda, ..	35	...	...	35	
Bharaich, ...	24	1	34	59 (*d*)	(*d*.) 46 Main and thirteen branch schools.
Rái Bareli, ...	26	15	29	70	
Sultánpur, ...	37	2	30	69	
Pratábgarh, ...	18	...	43	61	
Total, ...	393	66	361	820 (*e*)	(*e*.) 717 Main and 73 branch schools

Libraries for vernacular school-masters.

169. Every district save Kheri has a library to which the village and town vernacular school-masters have access.

The village teachers' library at Kheri will be opened shortly. At Gonda the library is of course small, as its formation only commenced recently. At present there are only thirty-three books.

I have seen all the libraries save that at Hardui during the year, and all are catalogued and in good order.

The statement on opposite page shows the condition of each library.

Lucknow.

170. In this district the library is reported to be very useful. It contains 566 books, but only 164 were circulated this year. Last year 318 were taken out. The decrease, the Deputy Inspector thinks, is owing to the new postal arrangements. Nothing can be sent without payment. The explanation cannot be accepted, chaprasis take to each master his monthly pay, and they might well take one or two library books, if a good stout leather bag were provided to keep the books from the wet. Many of the masters, it is believed, come into Lucknow from the neighbouring villages for their pay. The balance in hand and the receipts during the year amounted to Rs. 131-3-3, Rs. 82-14-9 were spent in the purchase and binding of new books. Thus there was a balance of Rs. 48-4-6 at the close of the year.

The library at Malihabad has received an increase of 44 books, and 155 books were lent out during the year.

Sítapúr.

171. There are 524 volumes in the library, 198 having been added during the year. This library is very little used, only 45 books have been taken out during the year. The books generally withdrawn are Dictionaries, Romances and Historical Works. The Deputy Inspector thinks that the Mohurrir frequently, from press of business, neglects to send out books when teachers apply for them. He suggests that a librarian should be appointed. This might perhaps be done from the

District.	Number and value of books at close of 1870-71.		Grants received during 1871-72.			Number and value of books added to the library during 1871-72.		Total Number and value of books at the close of 1871-72.		Number of of Books Circulated.	Remarks.
	No.	Value.	Government grants.	Contributions from teachers.	Total.	No.	Value.	No.	Value.		
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.		Rs. A. P.		
Lucknow, ...	445	250 0 0	50 0 0	38 4 0	88 4 0	121	72 5 6	566	322 5 6	164	
Bára Banki, ...	200	178 0 0	50 0 0	78 0 0	128 0 0	*a*204	103 0 9	404	281 0 9	270	*a* 127 were purchased, and 77 were received gratis from the offices of Director Public Instruction and the Inspector W. C.
Unáo, ...	14	10 9 6	50 0 0	...	50 0 0	*b*139	160 13 0	153	171 6 6	136	*b* 30 Books were received from the Director's office.
Sítápur, ...	326	123 15 6	50 0 0	*c*186 11 6	236 11 6	198	229 2 6	524	353 2 0	45	*c* Includes a balance in hand on 31st March 1871, of Rs. 93-11-6.
Hardui, ...	277	124 3 0	50 0 0	*d*208 13 0	258 13 0	301	227 11 9	578	351 14 9	218	*d* Includes Rs. 82-13-0 being balance in hand on 31st March 1871.
Kheri, ...	...	..	...	...	...	...	...	...	...	...	No library opened.
Faizabad, ...	64	46 7 0	...	*e*96 1 6	96 1 6	43	*f*40 14 9	107	87 5 9	52	*e* This is balance in hand at the close of 1870-71. *f* Includes Rs. 6-1-0 on account of binding of books.
Gonda, ...	...	...	...	...	...	32	25 1 6	32	25 1 6	...	
Bharaich, ...	60	20 0 0	50 0 0	50 0 0	100 0 0	139	74 1 9	199	94 1 9	125	
Rái Barelí, ...	143	82 2 3	50 0 0	*g*118 7 6	168 7 6	*h*135	161 1 3	278	243 3 6	67	*g* Includes Rs. 57-7-6, balance on 31st March 1871. *h* Includes 21 copies received from the Director's office.
Sultánpur, ...	93	126 0 6	...	58 0 0	58 0 0	26	16 7 6	119	142 8 0	119	
Pratábgarh, ...	70	86 8 0	50 0 0	77 8 0	127 8 0	146	126 5 9	216	212 13 9	286	
Total, ...	1692	1047 13 9	400 0 0	911 13 6	1311 13 6	1484	1237 2 0	3176	2284 15 9	1482	

funds of the library. The balance and receipts during the year amounted to Rs. 236-11-6. The whole was spent.

172. This library contains very few books, only in fact 153 volumes. The receipts including the balance at the end of March 1871, amounted to Rs. 233-5-0, Rs. 192 were expended during the year, leaving a balance of Rs. 41-5-0. 136 books were lent out during the year. Unáo.

173. This library contains 578 volumes, last year there were but 277, thus 301 new books have been added. The income during the year including previous balance was Rs. 258-5-9. 218 volumes were taken out. Hardui.

Amongst the Urdu and Persian books, historical works were more frequently read. The Deputy Inspector does not classify the Hindí and Sanscrit books lent. But 106 were taken out for perusal. The number of persons using the library was 161 of whom 156 were officials.

174. The library contains 404 volumes, 204 having been added during the year, 270 volumes were lent out for perusal. The receipts amounted to Rs. 128 and the expenditure to Rs. 131-0-9, the excess of expenditure being debited to the balance in hand at the close of the last financial year. Bára Banki.

175. The report is meagre, I saw the library, I do not think it in such good order as many of the libraries. But the books are catalogued. They were not properly arranged when I saw them. Faizabad.

The library contains 107 volumes, but only 52 were circulated during the year.

176. In this zil'a the library is fairly managed. It contains 216 volumes. They have been well perused, for 286 books were in circulation during the year. Pratábgarh

177. Here the library is poor, and but little used. It contains only 119 books, of which 50 were taken out during the year. A private gentleman (a pleader) and one of the Tahsíldars have both expressed a desire to become subscribers to the library. There can be no objection to this provided it be remembered that the primary object of the library is the instruction of village teachers. Sultánpur.

178. The Deputy Inspector merely says that 139 books were added to the library during the year under review, and that 125 books were circulated amongst the official and non-official subscribers. He adds "the village school masters are really deriving great benefit from the library." Bharaich.

179. The library contains 278 books, and 67 were lent out during the year, 135 of the total number of books were purchased during the year under review. Rái Bareli.

SECTION IV D.—GOVERNMENT SCHOOLS OF THE LOWER CLASS FOR GIRLS.

The statistics of girls' schools.

180. A curriculum for all girls' schools has been prescribed. It is appended to this report. It will be sent to each girls' school, and all the girls will be classified according to one uniform scheme. It will be thus possible to see what progress the girls make. Last year I mentioned that very many of the girls' schools refused to allow of my inspection. Now there is not a single school in Oudh, that does not admit of my inspection, proper pardah arrangements being made. As I am often accompanied by a lady, the pardah arrangements are not embarrassing, though they make an inspection, and examination of a girls' school, a very tedious business. It would be useless to give the present classification of girls' schools, as they are not yet all classified after one plan. The attainments of the pupils must therefore be gleaned from my report. The usual comparative statement is as follows :—

	Schools.		Pupils		Average daily attendance.		Total cost of educating each pupil.		Remarks.
	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	
							Rs. As. P.	Rs. As. P.	
Lucknow, ...	29	*a 33	482	623	393	443	6 7 2	6 14 3	*a. Includes four schools closed during the year.
Bára banki,	5	5	84	90	73	73	4 13 1	6 0 0	
Unáo, ...	1	2	19	42	17	32	3 7 2	2 2 8	
Sítápúr, ...	5	*b 5	119	114	105	105	3 4 7	3 10 1	*b. Includes one school closed during the year
Hardui, ...	14	*c 22	315	515	212	262	3 14 6	4 9 4	*c. Includes one school closed during the year.
Kheri, ...	1	7	17	184	11	139	4 12 0	0 14 7	
Faizabad, ...	4	4	174	161	120	124	7 12 8	7 1 7	
Bharaich, ...	2	*d 2	24	28	20	18	7 2 9	5 4 5	*d. Includes one school closed during the year.
Sultánpur,...	7	6	120	117	92	79	3 6 11	4 3 10	
Pratábgarh,	1	1	15	19	13	14	1 10 4	3 8 11	
Rái Bareli,	...	1	...	15	...	18	... ...	2 8 5	
Total,...	69	*e 88	1,369	1,908	1,056	1,307	5 4 10	5 3 3	*e. Includes 7 schools closed during the year.

There are thus 81 Government girls' schools for primary education, containing 1,908 pupils, of whom 1,072 are Mahomedans. The statement shews 88 schools, but seven are retained merely that the cost of the schools may be ascertained. They were closed before the end of March, the pupils of these seven schools do not appear in the total number enrolled at the close of the year. There are also four Normal classes containing 36 pupils attached to these schools. These Normal classes will be considered when we report on training institutions. The pupils at girls' schools have increased by 539. The average attendance has increased from 1,056, to 1,307. The cost of educating each pupil has fallen slightly. The pupils are very irregular and stay for a very short time under instruction. The average number of pupils enrolled is but 1,649, yet 747 pupils left during the year. It is thus probable that there are not more than 902 pupils who have received instruc-

tion for more than a year. There were 1,395 admissions, and it is possible that some of the girls admitted left within the year.

181. In this district there are three divisions of schools for girls, namely, those immediately managed by Mrs. Masih and situated in the city of Lucknow, those under the Deputy Inspector in the Mofussil, and five schools managed by Moulaví Mahomed Ibráhim the Head Master of Malihábád. Lucknow

The condition of these schools may be thus shewn :—

	Schools.		Pupils.		Average attendance.		Remarks.
	1870-71.	1871-72	1870-71	1871-72.	1870-71	1871-72.	
Schools under Mrs. Masih.	11	11	151	210	142	157	The number of schools shewn here does not agree with the number shewn in Table IIIA in the Appendix. In that table in order to ascertain the average cost of educating each pupil, four schools closed in 1871-72, have been entered. Here they are omitted as they did not exist on the 31st March 1872.
Do. under the Deputy Inspector.	12	13	212	237	159	181	
Do. under the Head Master, Malihábád.	5	5	109	176	92	105	
Total, ...	28	29	472	623	293	443	

The least satisfactory of all the schools are those in the city of Lucknow under Mrs. Masih, the Deputy Inspectress. The average attendance at none of these schools exceeds 18, and at Goláganj it is only 10. The average cost of educating each pupil is Rs. 11-8-5 : of the 11 schools six have dúlis. Their maintenance, and the poor attendance, make the cost for the education of each pupil very high. The fluctuation of pupils is so great that improvement is very difficult. Thus in 11 schools containing an average number of 205 pupils, no less than 157 girls left school during the year. Or there are perhaps only about 48 girls who have attended school for more than a year. The habits of the people cause this immense fluctuation. Girls marry, none of the Mahomedan girls attend school after marriage. The Hindú married girls live sometimes with their parents when they attend school, and at other times in their father-in-law's house, when they cease to attend. Efforts have been made to interest the people in these schools by appointing Committees of management. I was first told that any scheme of the kind was impracticable. But now the Deputy Inspectress informs me that Committees of management have been formed for four of the 11 schools.

I do not give the classification of the pupils as such classification without uniformity in the curriculum would be of no value. After the close of the year a simple curriculum was prescribed for schools, and henceforth the classification will be a complete test of progress, and attempts will be made to make the cost of the school bear some proportion to the results achieved.

Of the 215 pupils at Mrs. Masih's schools, 157 are Mahomedans and 58 are Hindús.

Eighteen girls can read any easy book and write from dictation, eight pupils can work sums in the first four simple rules, and four to simple multiplication only. Eight students have a general acquaintance with the Geography of the World and know the parts of speech. Twelve girls can read but cannot write. Forty-four pupils can sew and embroider. Their work is often very tasteful and sells well. They make caps, handkerchiefs and work with gold and silver thread. This work the natives call Kámdání. The embroidery of the girls sent to the International Exhibition, I see from the report sent to me by Dr. Forbes Watson, was much admired. The reporter indeed suggested, that the handkerchiefs embroidered with the name and titles of Her Majesty by Mussalmání girls in Oudh, "be submitted for the Queen's acceptance." The best embroidery, however, is not done in the Lucknow City Schools, but in the district schools at Amethí and Malihábád.

Lucknow district schools managed by the Deputy Inspector.

182. There are now 13 girls' schools under the Deputy Inspector. During the year I have only seen three of these 13 schools. One that was inspected by me is at Kakori, another at Mandiaon, and a third at Mow. The School at Kakori was opened in August 1870. My visit was paid in November 1871 after it had been in operation for 15 months. There were only 14 girls present, the whole of them daughters of tradesmen and servants. Of the 14 girls only one could read and write from dictation, two others knew the alphabet and could write any letter from memory. The rest had not even mastered the alphabet. The Mandiaon school I visited in December. Here I found only 11 pupils and not one could read or write. So at Mow there were but 11 pupils of whom 3 could write easy words and read. The Inspector reports on the Amethi girls' school. There four girls can read and write. Briefly of 237 pupils in the 13 girls' schools under the Deputy Inspector, there are nine who can read any book and write from dictation, forty who can read the 2nd book in Urdu or Hindi, and write words or copy sentences, whilst the remainder are not advanced beyond the alphabet.

The Malihabad girls' schools managed by Maulavi Mahomed Ibrahim.

183. Here are 5 schools containing 176 pupils, irrespective of two classes for the instruction and training of adults as school Mistresses. Including these adult training classes there are 202 pupils, and there is an average attendance of 126. Last year the number enrolled was but 109, and the average attendance was 92 only. All of the schools I have inspected and examined, four of them twice, namely in November and again after the close of the year in April.

The Mirzaganj girls' school is the main school. It contained at the end of the year 72 pupils, the average number enrolled was 60, and the average daily attendance was 42, the average age of the pupils is 8 years. All of them are Mahomedans. These pupils, and a Normal Class under training for School Mistresses, are taught by a School Mistress on 12 Rs.

a month and two assistant Mistresses on 6 and 5 Rs. All the Mahomedan gentlemen in Malíhabad send their daughters to these schools. They are influenced by the T'alukdár Mahomed Ahmed Khan Sahib, who sends his own little daughters, and one of whose lady relatives lends the school house at a nominal rent of 4 Rs. a month.

Although the new curriculum was not introduced until after the close of the year, yet the classification of the pupils, in all these schools, and the mention of the books they read, and the studies they pursue will be instructive, and shew what progress the pupils have made.

I include the adult Mistresses under training, 16 in number, in this classification. Only three of the adult women under training are in the 1st class.—

Classes, ...	1,	2,	3,	4,	5.	Total.
No. enrolled,...	21,	16,	38,	57,	70,	202

The first class pupils can read any book.

They have finished a novel called the Bride's Mirror, and two books written especially for girls, both moral poetico-prose compositions. They also read the 1st Urdú poetical reader, and some girls have commenced the study of Persian. They write beautifully, and practise all kinds of ornamental writing.

They have copy books. Each copy is dated as it is written. They sew and embroider excellently. They are backward in Arithmetic, not being advanced beyond the first four rules.

The handkerchiefs embroidered with the name of Her Majesty and with lines of gold thread or lace in her praise, were done by Nazír Begum, Múnír-un-Nisán and Fatima Begum of the Mirzaganj Central School.

The 2nd class can read any book, and have read half of the Novel called the Bride's Mirror. They write easy sentences from dictation and sew and embroider well. In Arithmetic they are only advanced as far as Subtraction. This class also keep copy books.

The 3rd class read the Urdú 2nd book and the Urdú Letter Writer. They copy sentences and keep copy books. They learn the multipication table and numeration and notation. They make cotton lace nets used as bodices, and sew and embroider.

The 4th class girls read the Primer and copy the lesson read on their slates. These girls also make cotton lace nets.

The 5th class girls are still studying the Alphabet and are in various stages of progress. It will be seen that the girls have not yet read any Geography or History.

I mentioned last year that Maulavi Mahomed Ibrahim had to withstand considerable opposition.

Since the close of the year after my last inspection, I thought it better to concentrate our efforts, and as one of the girls' schools and the Hindu Normal class were making and had made little or no progress, they were closed. To the Hindu students, principally widows, none of whom were able to read, I gave the option of joining the Piháni Normal class. As Malihabad is inhabited principally by Mahomedans, it is perhaps at least in that town, better that we should concentrate our efforts on the education of Mahomedan girls.

At my last inspection of the main girls' school of 78 enrolled, 63 were present. Eight of these 78 were in the first class and all read excellently, four of them being little girls, dispensed with the purdáh. In writing from dictation one little girl named Ladho made no mistake at all, and all the girls passed, none making more than 3 mistakes in 5 lines of print. As 4 girls wrote outside the pardah they at least did not copy, and I believe that none of the girls within the purdah copied. They knew thoroughly well they were under examination, and that their prizes depended on the results. So no girl was induced to let another copy and thus to relinquish her prize. In the second class nine were present. All read well, but their writing from dictation was not of course so good as that of the pupils in the 1st class. The 3rd class girls, 8 in number, all passed in the 2nd book, and in copying easy sentences. In the 4th class were 19 girls still at the primer, and the last class consisting of 28 girls of whom 19 were present, were all of recent admission.

My inspection shewed me that the school was a reality, and that real progress had been made. Of the 3 teachers sanctioned for this school two were educated at Malihabad. Besides the three mistresses who teach reading, writing and arithmetic, a special sewing mistress is allowed, and there are two female attendants. Some attention has been paid to the provision of suitable furniture. The girls do not now sit on the bare ground. The floor is covered with tât, and pardahs of the same material have been given. There is also a chair and table, rather useful perhaps for examiners than for the school-mistress. But she may use them if she choose. The other girls' schools at Kawalhar and Sadarpur are of course not equal to the main school, but they are doing good work, in spite of the very poor accommodation that I have been able to hire. At the Sadarpur school the girls who attend are the children of weavers. It is taught by two mistresses, one Hajira on 5 Rs, and the 2nd a monitress named Fatima, on 2 Rs.

Mahomed Ibrahim mentions in his report the names of those who assist him in the conduct of these girls' schools. They are Mahomed Ahmad Khan Sahib Talukdár, Munshi Aziz-ud-din Ahmad, Extra Assistant Commissioner, Chaudri Hashmat Alí, Talukdár, Sandila.

Hardui Female Schools.

184. The schools have increased from 14 to 21, and the pupils from 315 to 515. The average attendance is not good being only 262 of the number enrolled. The fee collections have risen from 11 to 14 Rs. The sum is small, but it shews that the people are not altogether

opposed to girls' schools. Since April I have been obliged to close two of the schools partly from financial reasons, and partly because the schools were not making good progress. Sixteen of the 21 schools are for Hindus, and five for Mahomedan children. Four of the 5 Mahomedan schools are in the town of Sandila.

The Mahomedan girls' schools can only be examined from behind a pardah. But at the Hardui girls' schools the pardah system is not in vogue. I have not seen these schools during the year. They have been visited by the Inspector who reports favourably

The Mahomedan girls' schools, Hardui

185. One of the five schools is at Sháhpur. It was opened in August last, 21 girls' are enrolled and the average attendance is 12. Four of the pupils are now in the 2nd Urdu reader, can write short sentences from dictation, and know the multiplication table. Twelve pupils have finished the primer, can write words, and know the multiplication table to five. The remaining girls are still at the alphabet.

The Mahomedan schools in Sandila.

186. Maulavi Mahomed Ibráhim obtained my permission to open two schools for girls, one at Sandila and the other at Unáo, and local Committees were formed for their management. The Sandila Committee shortly afterwards applied for the establishment of three additional girls' schools, and begged that all four schools might be placed under the care of the Head master, Mr. Munna Lal, of the Anglo-Vernacular School. Their request received my assent, and the schools were removed from the inspection of Maulavi Mahomed Ibráhim, whose duties at Malihabad should engross all his time. Merely a commencement has been made at Sandila. The five schools, four being for Mahomedans and one for Hindus now contain 127 pupils, and have an average attendance of only 64, which is wretchedly poor, half the pupils being constantly absent. There are five other schools which the Deputy Inspector thinks worthy of special mention, and I give his report, so that some idea may be formed of the real state of the schools. The absence of any regular curriculum makes it impossible to arrive at a correct idea of any of the schools except from examination. Neither the Inspector nor the Deputy Inspector masses the results of their examination.

Kurari girls' school.

187. This is said to be the best of the Hindu girls' schools. It was visited by the Deputy Inspector in March 1872, when 21 of the 26 girls enrolled were present. Two were adults. Six could read the elements of natural science and write fluently from dictation. They also worked a sum in simple subtraction, and could point out the situation of towns, rivers, and mountains on the map of India. Six others could read and write any short sentences of moderate difficulty, and repeat the multiplication table to 10. The remaining 11 girls present were at the alphabet.

Bábarpúr girls' school.

188. This school was opened in October last. When visited by the Deputy Inspector in March, he found 40 present out of 41 enrolled. 12 wrote a passage from dictation correctly and repeated the multiplication table to 5·10 passed in reading and writing easy words, and eight in writing the alphabet.

The Pihani school No. I.

189. This school has not improved. Some of the most advanced pupils were married, and left to live with their husbands. Of the 37 enrolled, eight read a rather difficult book (the life of Rájah Bhoj,) three read the elements of natural science, four read the Hindí 2nd book, and five the primer. The Deputy Inspector does not mention the attainments of the pupils in writing and arithmetic.

The Raignon and Sakra schools.

190. At the former school when inspected, 16 girls were present out of 20 enrolled. Four could read the history of Rájah Bhoj, and two could well explain the Sanskrit Slokas that the book contains. All four passed in writing from dictation and in the multiplication table to 12. Of the remaining 12, five could read the Urdú 2nd book, and the rest were learning the alphabet. So at Sakra six out of twenty can read and write well, know something of the Geography of India, and can add and subtract. Three can write and read simple words at sight, and the remaining 11 are learning the alphabet.

I hope the above details will give some idea of the attainments of girls in the Hardui Schools. I could have wished in the absence of any uniform curriculum, that the Inspector had examined the pupils under different standards, and classified those who passed. The introduction of the new curriculum will render it possible at a glance to tell the attainments of the pupils at girls' schools.

Unáo.

191. Here are two schools for girls, one taught by a Mistress, and the second by a Maulaví. The schools contain 42 girls, all Mahomedans, and the average attendance is 32. Both were opened during the past year. I visited in February the school taught by Abbási Begam, and found 16 girls present. All were purdah-nishin, none could read. I ordered a report to be made in June. If the girls make no progress the school will be closed. I also visited Kásim Alí's school. It had only been opened a few weeks previously. There were eighteen present. Six girls had mastered the alphabet, and one could read and write easy words. The Deputy Inspector reports that the pupils can now read the "Bride's Mirror." If so I hardly think they can have received all their education at this school. To learn the alphabet and to read a book of this kind in two months, would be astonishing.

Bára Banki.

192. In this district are five schools, all of more than one year's standing. The pupils have increased from 84 to 90. But the average attendance has not increased and still remains only 73. All the schools meet in hired houses save one, at Tikra Usman. The accommodation of all is most wretched. A girls' schoolhouse is being built for the school at Nawabganj. It is taught by a trained Mistress. But the pupils are excessively ignorant. In December last, when I visited the school, only three were able to read the 2nd book. Their embroidery was good. There was then another girls' school at Bará Banki, taught by an old Maulaví. But that school I ordered to be closed. I found 14 scholars, not one of whom could read. Although the school was of seven months' standing, not

one of the pupils had attended for more than a month! it was a mere sham, maintained by a Maulaví who collected pupils at random, and ought either to have been improved or closed weeks before I saw it.

The Kúrsí school I saw in November. The roof of the house lent for the school, had fallen in the rains. As the owner was too poor to rebuild it, I sanctioned a small monthly rent of Rs. 2, and made an advance of six months rent to enable him to rebuild the place.

There are 21 Mahomedans at this school. When I visited the school only 12 were present, the others being ill. Four of the 12 read and write excellently, and their needle work is exceedingly good. One other girl reads and writes fairly, and the rest have not advanced beyond the Urdú letter writer. The remaining schools call for no remarks.

Were the Deputy Inspector to exert himself, I think that in the Bará Banki district really good girls' schools might be established.

193. In this district there are four schools with 114 pupils, 112 of whom are Hindus. All the schools are in Misrikh, and are superintended by the Head Master. The Committee also take an interest in these schools and report upon them fully. Sítápúr.

Neither the Inspector nor the Deputy Inspector in their reports give any facts illustrating the attainments of the pupils, though their classification is returned. But as the classification is not in accordance with the new curriculum, or indeed with any uniform curriculum, it throws no light upon the attainments of the pupils. Next year there will be definite information. I was sorry not to be able to visit Misrikh during the year under report.

194. Here are seven schools and 184 pupils. The average attendance is 139. The average cost of educating each pupil is less than one rupee. But then only one school is of one years' standing, and three schools were established between January and March. The Muhammadí school, which is the only old established school, is reported not to be doing well. If this school established at so populous a place in 1868, be suffered to collapse, it will be highly discreditable. Immediate steps will be taken to put the school on a sound footing. Kheri.

195. Here are four schools. The pupils have decreased from 174 to 161, but the average attendance has risen from 120 to 124. The average cost per pupil is still great, but has slightly diminished. Two of the schools are in Faizabad itself, one is in Tánda, and the fourth is at Akbarpúr. The Tánda school is very wretched and neglected. I found it in March without proper registers of attendance, with nothing on which the girls might sit save the ground, and with no proper school accommodation. I found all the pupils to be the daughters of weavers save seven, and these seven were of the lowest castes, barbers and sweepers. Three were daughters of policemen. I directed the Deputy Inspector to attempt to form a committee of management, and promised that if 20 girls could be collected and induced to attend regularly, I would build a cheap Faizabad.

school house. When I saw the school, it had been opened for 7 months and had done no good. The Akbarpúr school I have not seen.

Both the schools at Faizabad I was allowed to visit. I was accompanied by two ladies.

The Angúri Bagh school.

The first school I visited was that of the Angúri Bagh. It is taught by a Mistress named Bismillah Begum, who is paid 9 Rs. a month. There are 74 enrolled, of whom 10 are Hindús, and the rest Mahomedans, and the average attendance during the past year was 59.

When I visited the school there were 43 present, of whom no less than 22 were adults. Of these 22 adults I found eight who could read the "Bride's Mirror," but only four wrote fairly well from dictation. Four other adults could read the Urdú letter writer, and write easy words from dictation. Four could read the Urdu 2nd book, and could write easy words indifferently. The children did not seem to know much more than the alphabet. Had I not been accompanied by a lady, I should not have known that any of the pupils were adults. The Manager, Mr. Keshab Deb Sandyal says, that the 10 Hindú ladies are of respectable Khatri families, and their "male guardians" understand English, and are in different Civil Offices.

Some of the Mahomedan ladies are said to be connected with "the late Royal Family of Faizabad," but the majority are the daughters of shopkeepers, servants and traders. From the classification given by the manager, it would appear that 13 read and write well, 20 read fairly and write easy words, 17 read the 2nd Urdu book, and that the rest have not advanced beyond the primer. A Nagri class has recently been opened and 24 girls have joined it.

The Khúrd Mahal school.

The 2nd school at Faizabad is called the Khúrd Mahal School. It has 44 pupils, all of whom are Mahomedans. The girls are the daughters of servants, pensioners, professional men and shop keepers.

When I visited the school in December, there were 40 present out of 50 enrolled. The 10 present in the highest class were all adults. Five read well, two indifferently and two failed. Only one woman, the daughter of the mistress, Sughra Khanam, could write easy words from dictation. The other pupils had not advanced beyond the alphabet. At the end of the year according to the classification of the manager, 10 of the pupils could read the "Bride's Mirror" and write from dictation, 12 could read the 2nd book and at least copy sentences, and 22 were learning the alphabet or reading the primer. The manager thinks that the visit of two English ladies infused new life and energy into the pupils and mistresses, and he is very anxious to have these schools placed under the superintendence of a committee of ladies. I think this might be done.

Sultánpúr.

196. In this zil'a are six schools for girls, and 117 pupils. The average attendance is only 79. The cost of educating each pupil is about 4¼ Rupees. Four of the schools are under the management of the

Head Master of the High School, and are in Sultánpur and its suburbs. All the teachers are males.

I visited three of the schools. The school in the Sultánpur bazar, I found taught by Amír Khán, a man only 32 years of age, and much too young for his post. The school seems generally to meet in his house, a low dark place. I found the girls seated in the verandah of a bania's house, and this place I arranged should be rented until proper accommodation could be secured.

Of 26 enrolled, 16 were present, of whom 12 could read the 2nd Urdú book. The scholars read by rote, and none of them could write a word. The other four pupils were learning the alphabet. This school seems to have been established in 1867, and is in a neglected state. The Piarí Pattí school taught by Imam Shah I found in better order. It meets in the house of Maulaví Bahadar Ali of the main school, whose little daughter can read fluently any easy book and can write well from dictation. Besides this little girl, I found two or three others who could read and write easy words from dictation.

At the Tiari school taught by Zahur Ali, I found 18 little girls assembled, but only three girls could read at sight and write from dictation. All these schools seemed to me to require close supervision, suitable places of assembly, and proper furniture. If girls' schools are not well inspected, the masters or mistresses are apt to content themselves with drawing their pay, and are utterly indifferent as to the results they achieve.

Bharaich, Bareli.

197. In Bharaich there is now one school with 28 pupils. Last year there were two schools with 24 pupils. When I visited the school in January, all the pupils were present, five passed in reading the Urdú 2nd book, and six passed in writing words from dictation. Four other girls passed, and five failed in the primer, and the remaining girls had not advanced beyond the alphabet. In Rái Barelí a Government school was opened by the Head Master of the High School experimentally. But no Committee for its management was appointed. It was taught by Imám Ali, all the pupils belonged to the lower classes. They were much too poor to be allowed by their parents to remain long enough at school to learn to read. After five months only six girls had learned the alphabet. During the short time the school was in existence, one-third of the girls' originally admitted had left. So I directed the school to be closed. The girls' school at Nawabgunj in the Pratábgarh district is reported to be in a satisfactory state. All the pupils, 19 in number are Mahomedans, between 5 and 10 years of age, the school costs only 5 Rs. a month. Three girls can read and write, and the Deputy Inspector says that he "is fully "satisfied that the Government money is not wasted."

Class of girls schools.

198. The class of girls attending Government Schools may be thus shewn :—

	Pupils.
T'alukdárs, ...	10
Zamindárs, including Lambardárs, Pattidárs, Thekedárs &c., ...	234
Patwárís and Qanungœs, ...	16
Cultivators, ...	434
Government Servants, ...	150
Private Servants, ...	189
Professional men, such as Pandits, Maulavís, Hakims, Writers, &c., ...	137
Trading class, including Bankers, Merchants, Shopkeepers, &c., ...	243
Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c., ...	281
Others, ...	214
Total, ...	1,908

The Jail schools.

199. I have been furnished with returns from the Sultánpur and Lucknow Jails concerning the schools maintained for the instruction of convicts.

The school for women at the Lucknow Jail was closed during the year under review. I visited the Lucknow Jail School in August last. At the boys' school there were 28 enrolled, of whom 18 were present on the day of inspection. The village school curriculum was in force. But 20 of the 28 enrolled were in the lowest class, and were unable to read. Only six of the eighteen boys present could read and write.

In the adult school 43 convicts were enrolled, 38 were present. Of these 38 men, two had been taught to read, write, and cipher since admission, and were sufficiently advanced to carry on any ordinary correspondence, and to make any ordinary calculations. Of the rest, 11 men could read any Hindí book, work sums to compound multiplication and write fairly, five had been taught to read Urdú, but not fluently, and three of them could write fairly, eight others could read the Hindí letter writer, write easy sentences, and work multiplication sums, and six had learned to read and write easy words at sight. On the whole, 13 could read and write well, 15 fairly, two worked sums in proportion, and 12 sums in compound multiplication. I thought the adult school improved since my previous inspection, but the boys were less advanced. When the adults entered the Jail, I was informed that none could read and write. At the close of the year namely, in March last, there were 64 adults and boys under instruction in the Lucknow Jail. In the Sultánpur Jail there were only two convicts under instruction. They were both boys of about 13 years of age.

Sultánpú

SECTION V.—Institutions for Special or Professional Education.

Government Normal Schools.

200. The following table exhibits the statistics of these training schools :—

		Number of Schools.	Number of Scholars.	Masters who completed their education during the year and obtained certificates	Average number enrolled	Average daily attendance	Total cost to Government	Total cost to Cess.	Total cost.	Cost per pupil. Total cost.	Cost per pupil. Cost to Govt.
										Rs. A. P	Rs A. P.
For Masters,	1870-71,	1	133	100	130	117	4,782	9,875a	14,657	112 11 11	36 12 6
	1871-72,	1	151	138	139	133	5,452	9,669b	15,121	108 12 6	39 3 6
For Mistresses,	1870-71,	1	8	8	10	9	1,218	...	1,218	121 12 10	121 12 10
	1871-72,	4*	36	2	31	29	729	639	1,368	44 2 1	23 8 2
Total ...	1870 71,	2	141	100	140	126	6,000	9,875a	15,875	113 6 3	42 13 8
	1871-72,	5	187	140†	170	162	6,181	10,308b	16,189	96 15 10	36 5 8

* The so called Normal Schools are merely classes for adults attached to girls' schools.

† These were fully certificated passed Masters or Mistresses. In addition 13 Pupil-teachers were also supplied.

(a.) Includes Rs. 56 from other sources. (b.) Includes Rs. 108 from other sources.

There has been no change in the staff of teachers, and the Senior class has been kept open throughout the year. The demand for teachers has been very great. One hundred and thirty-eight fully certified and passed men were sent out, and 13 pupil-teachers, making a total of 151 men. Fifty of the teachers so sent out were indigenous schoolmasters, who attended the Normal School for further instruction.

The districts to which the students were sent may be thus tabulated :—

Eastern Circle.							Western Circle.							
Zil'a.	Senior.			Junior.			Zil'a.	Senior.			Junior.			Remarks.
	Urdú.	Hindí.	Total.	Urdú.	Hindí.	Total.		Urdú.	Hindí.	Total.	Urdú.	Hindí.	Total.	
Lucknow, ...	4	...	4	1	...	1	Faizabad, ..	...	.	...	.	1	1	
Hardoi,... ..	1	..	1	3	5	8	Sultánpur, ...	3	...	3	8	2	10	
Sítápur, ...	...	...	...	7	1	8	Pratábgarh, ..	2	..	2	1	6	7	
Bára Banki, ...	3	..	3	4	2	6	Rái Bareli, ...	2	...	2	8	2	10	
Unáo, ...	1	..	1	6	2	8	Bharaich, ...	2	...	2	19	8	27	
Khéri, ...	...	...	..	8	15	23	Gonda, ...	1	...	1	5	5	10	
Total, ...	9	...	9	29	25	54	Total, ...	10	...	10	41	24	65	

It will be seen that Kheri and Bharaich, were the only districts that took Hindí Pandits largely. I may add that every student at the Normal school is now obliged to know both Urdú and Hindí. That is, he must have a thorough knowledge of the one language and a competent acquaintance with the other. I have been astonished at the aptness of Mahomedans for Hindí. With this increased activity in the supply of teachers, and more particularly with the maintenance of the upper class throughout the year, the total cost could not but have increased. It was Rs. 15,121 to Rs. 14,657 of the previous year, or an increase of 3 per cent. This increase is very small, when it is remembered that the out-turn was one-third more than in the previous year. The out-turn of work was greater than in 1869-70, when the total expenditure was Rs. 19,412, and when the cost of each master sent out was Rs. 148. This year the cost of each master sent to duty has been Rs. 108 only. The cost per pupil is fallacious, that may merely mean a large number of pupils on the rolls, of whom a considerable number do not pass. In 1869-70 the average number enrolled was 197, and 131 men were sent out. In 1870-71 the average number enrolled was 130, and 100 men received appointments. In the year under review, the average number enrolled was 139 only, and 138 were sent out. The standard having been maintained, there was thus the maximum of results with the minimum of failure. It must not be supposed, however, that all are successful. During the past year 151 students presented themselves for examination, 19 for the middle class or town school certificate, and 132 for the lower class or village school certificate. From the town schoolmasters 18 out of 19 were successful, and even the 19th did so well, that he obtained an appointment on Rs. 10, whilst from the village school masters 122* out of 132 passed. The standard of examination is higher than formerly.

* 119 received appointments, and 3 were allowed to read for middle class certificate.

Second grade students now know as much as the 1st grade students of old, and the 3rd grade students are as forward as the 2nd grade were formerly. Of the middle class students one obtained a first grade certificate, three a 2nd grade, and 14 passed in the 3rd grade. So amongst the junior teachers for primary schools, three passed in the 1st grade, eight in the 2nd and 111 in the 3rd grade. The percentage of marks gained by the students was as follows :—

Subject.	Middle.	Junior.	Remarks.
First Language, ...	66·4	64·8	
Second ditto, ...	50·7	71·5	
Mathematics, ...	56·0	55·8	
General knowledge, ...	61·3	60·7	
School method, ...	60·6	45·2	
Total, ...	59·0	59·6	

During the entire year 182 pupils left the school. Of whom as we have seen, 138† were certificated, 13 were pupil-teachers, and 31 left the school after trial, being either unfit or unable to continue their studies. One of these men died, being sent to the Government hospital.

† The man who failed to obtain a middle class certificate, had a junior certificate.

Besides the 151 students examined for certificates, 16 teachers applied for middle class and higher class certificates. Of these 16 teachers five passed, all obtaining 3rd grade middle class certificates. Of the candidates for higher certificates one failed in Euclid, one in Trigonometry, and one in Trigonometry and Language.

The classification of the pupils at the close of the year may be thus shewn. Their acquirements appear from the curriculum appended.

Departments.	March 1872, classes.	Scholars, March 1871	Scholars, March 1872.	
Persian, Urdú and Hindí Department.	Middle class,	16	31	
	Junior class, 1	33	35	
	Do. „ 2	33	35	
	Total, ...	82	101	
Hindí Urdú Department, ..	Middle class,	„	„	
	Junior class, 1	26	19 * *a*	
	Do. „ 2	25	31	
	Do. „ 3	„	„	
	Total, ...	51	50	
Grand Total,		133	151	

* *a* 16 were sent out as teachers in January 1872.

151 read Urdú and Hindí, and 101 of them Persian, whilst 50 read Hindí and Urdú only.

The 151 students now enrolled are from the following Zil'as.

Western Circle.				Eastern Circle.				Remarks.
Zil'a.	Urdú.	Hindí.	Total.	Zil'a.	Urdú.	Hindí.	Total.	
Farrukhabad,	(*a*) 1	...	1	Faizabad, ..	6	2	8	(*a*) This Farrukhabad man is in the Middle Class.
Lucknow, ..	(*b*) 20	4	24	Sultánpur, ..	7	2	9	(*b*) Of these, 15 are in the Middle Class. They have been sent in this year, by the different Deputy Inspectors.
Hardui, ..	6	6	12	Pratábgarh, ..	7	5	12	
Sítápur, ..	8	5	13	Rái Barelí, ..	10	5	15	
Bára Banki, ..	13	4	17	Bharaich, ..	4	1	5	
Unáo, ..	9	8	17	Gonda, ..	5	4	9	
Kheri, ..	5	4	9					
Total, ..	62	31	93	Total, ..	39	19	58	

Thus there is one foreigner. He was admitted under a misapprehension. He is said to be a well behaved man, and has relatives living in Oudh. No less than 100 of the 151 enrolled, are boarders. Twenty-five of the number are indigenous teachers.

There was an outbreak of cholera in Lucknow during the year under review. With so many boarders great precautions were necessary. An Assistant Surgeon was allowed to visit the Normal School daily during the epidemic. All the water the boarders drank was boiled before drinking. The school was "mercifully preserved." There was not a single case of cholera. The Assistant Surgeon still visits the school *twice* a week, for which he receives a small fee of Rs. 180 annually. There is an open courtyard in which the pupils exercise themselves, and the cheap gymnastic apparatus used by natives of this country has been supplied. Pandit Prithvi Datt, one of the assistant teachers, instructs every evening, those who wish to learn the use of the apparatus.

The school library is in good order, and is "much resorted to both by pupils and teachers."

About 60 Rs. worth of new books have been added during the year.

The Head Master, Mr. Ram Chandra Sen, speaks favourably of the conduct of the pupils. Those who have been sent out are also generally commended. As pupils are usually sent to those districts from whence they are received, if a Deputy Inspector requires really good teachers he must send in good men of a suitable age for instruction. The Head Master further reports, that all his assistants have worked earnestly and diligently. It is a great gain to the department to have so good a Head Teacher, as Mr. Ram Chandra Sen, in charge of this important institution, the very source of primary education in Oudh. If this school be badly managed, then our whole system of rural education may be deranged. Regarding the literary work of the masters of the Normal School, the Head Master reports.

"Very few books have been revised, compiled or prepared, this "year by the masters of the Normal school. In fact, they have had no "time to spare for this work. In Hindí, the Baranprakáshika was al-"most re-written, and the Premságar, revised. In Urdú, the Hidayat "Namah was re-edited, with some minor alterations, an Urdú treatise "on Mensuration and Surveying, and an Urdú edition of Tod Hunter's "Algebra were revised and reported upon. Pandit Debi Prashad of the "practising school corrected the proof sheets of the Bhasha Tatwa-"dipika, and revised the Gyan Pradáyani and P. Ram Charan's Pro-"sody."

The Practising school.

201. In the returns this school appears amongst the vernacular town schools.

It was opened in 1870-71, in the immediate neighbourhood of the training school. Here the pupils of the training school are taught to teach. But so much time cannot be given to instruction in the art of teaching as I could wish. For the men under training still come very imperfectly prepared, and so have to devote the greater part of their time simply to the acquisition of knowledge. Nevertheless, whilst so doing, they insensibly are receiving instruction in method, and learn to imitate not only the method of their teachers, but even their tricks of manner. Seeing then that this practising school is the plastic material for the manipulation of the teachers under training, I do not place much stress on its increase in numbers, save as evincing its popularity, and as shewing that the unpractised instruction of untrained teachers does not render the school unpopular. The numbers have increased from 93 to 103; the average attendance from 69 to 86, the fees from Rs. 4 to Rs. 35. The cost has risen from Rs. 294 to 1,005 and the cost of educating each pupil from Rs. 3-8 to 10-5-10. This increase is much of it only apparent. The cost entered in last year's returns was only for a few months, as the school was not opened, as we have already seen, until September 1870. Moreover, the school was opened on the Normal School premises, rented at a cost of 100 Rs. per mensem. Now it has been thought proper to charge 180 rupees annually from the rent of 1,200 for the share of the Practising School. Here there is no increased cost, but simply a transfer. So also the Head-master Pandit Devi Prashad was formerly a Normal School Master. He now superintends the practising school, and one less master is charged to the Normal School Fund. This gentleman has been selected to visit Sanscrit libraries in Oudh, and to catalogue such manuscripts as have not yet been registered. He receives no pay for this. During his absence an extra charge of six rupees monthly is incurred for the proper conduct of the practising school. The arrangement is certainly very economical, but at the same time, it adds to the cost of the school.

The classification of the school is now as follows :—

Class,	1.	2.	3.	4.	5.	6.	Total
Boys,	0.	9.	13.	18.	30.	33.	103

The town school curriculum is followed. During the year 148 boys were admitted, and 138 boys were discharged. Of these who left seven went to the Normal School, and are now under training as school Masters. They are young men. Three obtained employment, one is a vernacular clerk in the Railway, one in the Post Office, and the 3rd is a clerk attached to the Office of the Deputy Commissioner.

This year the school will be examined with other town Schools.

Normal Schools for Mistresses.

202.—These are not schools, but classes attached to girls' Schools. They are at Mirzaganj, Malihabad, Golaganj (Lucknow), and Pihani. Two are for Hindú woman, and 2 are for Mahomedans.

The Mirzaganj Normal Class.

This contains sixteen woman all Mahomedans. It is taught as well as the girls' school held in the same place and containing 72 pupils, by Jáfri Begum, assisted by Gauhar and Wafatan, both young woman educated at the girls' schools established at Malihabad, and finished in this the training class. Each of the Mahomedans under instruction receives 2 Rs. a month whilst under training. The class was only opened last October. The cost of this school, or rather class, has not been properly estimated in the returns. Its real cost is 32 Rs. per mensem for the women under training, 4 Rs. a month for contingencies, 2 Rs. a month for a Sewing Mistress, and 6 Rs. the pay of the 2nd School Mistress, or 44 Rs. per mensem, that is, 528 Rs. per annum, and not Rs. 615-14 annas as entered in the returns. That has been arrived at by placing certain charges that must have occurred in the girls' school whether the Normal class existed or no, to the debit of the Normal class. This class or school is divided into five other classes. In the 1st class are three women, in the 2nd are five, in the 3rd are two, in the 4th are six. These women do not read separately from the girls, but with the girls according to their several classes. In this way much waste of teaching power is avoided. The elder pupils acquire some knowledge of the art of teaching by occasionally taking charge of the lower classes.

The 1st class pupils can read any Urdú book with fluency and have commenced Persian. In arithmetic they are backward, but can work sums in the first four rules. They can write from dictation, but not so well as the girls. Their fingers, inasmuch as they were older when they commenced to learn, are not so supple as those of the girls, and do not so readily learn to hold the pen. The women embroider and make cotton lace. The 2nd class read a novel called Mirát-úl-úrús which they have half finished. They write from dictation but incorrectly, and work sums in addition. They also practise ornamental writing. The 3rd class pupils read an easy letter writer, and the 2nd Urdu book and are practised in copy writing and learn the multiplication table. The 4th class pupils are reading the primer and write the alphabet, whilst the last class pupils, recently admitted, have not mastered the alphabet.

The Malihabad Hindi Female Normal School.

The Malihabad Hindí Female Normal School, I merely opened as an experiment It was promised, that a girls' school where there should be an average attendance of 24 pupils should be maintained, and to this girls' school I added the Normal class, expecting the women, all widows, quickly to learn to read and write and to assist the Master in the instruction of the younger pupils. But the girls' school was suffered to dwindle away. There was seldom an attendance of more than 10. The women too made very little progress ; and though the school was opened experimentally in August, not a woman could in March, after six months' instruction, write an easy sentence from dictation. Only two of seven who professed to read the primer, read fairly well. The school seemed to me to be doing no good, and I closed it in April, offering the pupils the option of going to the Pihani Normal class. This they have not yet done.

203. This class was opened in July 1871. It contains five students and to it is attached a girls' school. Of the five students under training two read the elements of natural science, and the Hindí letter writer, and two the primer. The first class pupils can write from dictation. These students are paid too much. They receive as much as the men under training at Lucknow. I find that I can get women to promise to serve as School Mistresses, and to attend at any school for six hours daily for instruction for half the sum that men require. The present Mistress is Jamna Kuar, she is a good scholar, reads the Ramayana both in Hindí and Sanscrit, and sews well. She is accompained by her brother, who teaches a neighbouring boys' school. If we could only get teachers when attending the Normal School, to send their wives and sisters to a training school for Mistresses, it would be soon practicable to have a very fair number of Primary Schools for girls throughout Oudh. The Pihani Normal Class.

204. This Normal class contains only five women. It was opened in June last and is managed by the Deputy Inspectress. Each woman in the 2nd Class under instruction receives 3 Rs. per mensem, and each woman who is in the 3rd class, receives only 2 Rs. The higher class women can read and write from dictation, know something of the Geograply of Asia and of the world, can work sums in the 1st four rules, and distinguish the parts of speech. The other women can merely read an easy book and write words. The Gologanj Normal Class.

SECTION VI.—Private Schools under Government Inspection.

205. In this section have hitherto been considerd a very large number of schools that are not private schools, though they are Aided schools. A very considerable number of these Aided schools are managed and have been managed ever since their establishment by the Educational Department, and their charges have been controlled so far as derived from subscriptions by the District Educational Committee, in correspondence with the Director of Public Instruction. This section of the Report being for *Private* schools, I do not think that Aided schools under Government management should appear in this section at all. Hitherto, when any schools whether managed by Government or by private individuals, have been established on the Grant-in-aid principle, such schools have been enrolled amongst Private Aided Schools. This practice has been followed in every case with the exception of Municipal schools, and Aided primary schools attached to High and Middle class schools. Schools that are Government schools, but to which Aided Departments have been added, have properly enough, always been considered as Government schools. In future I think perhaps it would be better, if all Aided schools managed by the Educational Department were included under the head Government schools, and this section reserved exclusively for Aided private schools managed by Missionary bodies or private gentlemen. With this explanation the following statistics are given. The statistics of private schools.

Description of Institutions.		Number of Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants in aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
						Rs.	Rs.	
Colleges aided, ...	1870-71	1	730	674	562	27,173	35,200	
	1871-72	1	720	739	623	27,992	31,171	
Higher class schools aided,	1870-71	...	...	...	...	...	...	
	1871-72	1	200	176	140	1,634	2,317	
Middle class schools aided,	1870 71	21	2,056	2,081	1,548	16,499	18,063	
	1871-72	35	3,910	3,545	2,694	15,939	19,897	
Do. Do. unaided, ...	1870-71	1	68	61	62	...	934	
	1871-72	1	73	74	57		804	
Lower class schools aided,	1870-71	24	1,674	1,570	1,240	4,322	5,509	
	1871-72	7	392	407	315	839	1,073	
Do. Do. unaided, ...	1870-71	18	486	477	344	5	2,102	
	1871-72	17	830	744	561	...	1,959	
Middle class Female schools aided, ...	1870-71	1	71	71	53	2,880	8,125	
	1871-72	1	40	63	45	2,880	11,463	
Lower class Do. Do. aided,	1870-71	15	316	327	257	2,428	4,095	
	1871-72	12	411	337	267	2,771	4,018	
Indigenous schools unaided,	1870-71	507	4,257	2,912	2,699	...	11,434	
	1871-72	568	4,604	3,632	2,940	...	20,419	
Total excluding Indigenous schools, ...	1870-71	81	5,401	5,261	4,066	53,307	74,028	
	1871-72	75	6,576	6,085	4,702	52,055	72,702	
Total including Indigenous schools, ...	1870-71	588	9,658	8,173	6,765	53,307	85,462	
	1871-72	643	11,180	9,717	7,642	52,055	93,121	

Canning College.

206. Canning College is managed by a Committee under the Presidentship of the Commissioner of Division. Its present constitution is anomalous, and debars both the Principal and Professors from the privileges enjoyed by members of the Government Educational Service. Hitherto we have been fortunate, but I foresee a time, when unless the Principal and Professors are admitted to all the benefits enjoyed by Government Educational officers, it will be difficult to maintain the efficiency of the institution. There is no doubt that dissatisfaction with their present position is felt by several of the Senior Masters and Professors. This dissatisfaction is not so much caused by the fact that no pension fund has been created. That could be done at once, by setting aside a certain percentage of the salaries of those appointments to which it would be advisable to attach pensions under the uncovenanted service rules. But the dissatisfaction, reasonable enough, is that the Masters and Professors have little prospect of rising in the Educational Department. They are deprived of all the benefits of the grading scheme, and are, in fact, extra departmental. Even if any were to obtain one of the Educational graded appointments, all the time spent at Canning College would not count, either as service for pension, or as service for furlough. Any of the Professors selected for such an appointment would have to begin afresh, and perhaps after an experience of four or five years at Canning

College, could not count a day's service in the Educational Department. Moreover, the Masters and Professors not being in the uncovenanted service, are deprived of all the benefits to be derived from subscribing to the Uncovenanted Service Family Pension Fund. I would strongly urge that, as in the case of Elphinstone College, all the subscriptions be paid into the Government Treasury, and credited to the general revenues, any sum above half of the charges being placed as a fund to the credit of the College, that the whole staff receive the sanction of the Government of India ; that the expenditure be borne on the general Educational Budget in the usual way, and that all the Masters and Professors be admitted to all the advantages of the Government Educational Department. This would not abridge the authority of the Talukdárs in any way. They would still have a share in the management as at present, through the Committee, and they might have direct control of any excess of subscriptions over half the cost of the College and its ancillary schools, which would provide a fund to the credit of the College.

These proposals, as mentioned at length in my last report, I had the honor of making on the 9th of September 1870. They were rejected by the Talukdárs under a misapprehension, and since then nothing has been done.

The question ought really to be taken up again, and I shall send this section of the report to the President of the Committee for consideration. At present there is absolutely no provision for the gradual advancement of the Professors. It will assuredly follow, that the more active and capable will leave the College for service in the Educational Department, whilst the less able will remain for years, though it was Arnold's *dictum*, that no schoolmaster ought to remain at his post more than 14 or 15 years, lest by that time he should have fallen behind the scholarship of the age. The Professors of a College performing precisely the same functions as the Colleges at Agra, Benares, Delhi, Lahore, and other Government Colleges in India, are now in every respect in a much inferior position to the Professors and staff of any other Government College. Should any vacancies occur, they could only be filled by gentlemen who are unable to obtain appointments in the Government Colleges, and who would be tempted to leave on the first opportunity. It was only recently when Mr. Sykes left for the Martiniere, that his appointment was definitely refused by a very capable educational officer, officiating as Principal in a High School of another Province, simply because the College was an aided Institution; and even in the matter of the College Building, nothing much has yet been done, principally perhaps, because no suitable Engineer could be obtained for the work. If this were a Government Institution, there would be no more difficulty in obtaining Professors or in the construction of a building than was experienced in Deccan College, Puna, or in Elphinstone College, Bombay.

The Balrámpur High School.

207. The Aided High School is that of Balrampur. It is managed by a local Committee supervised by the Maharajah.

Aided schools managed entirely by the Educational Department.

208. Twenty-four of the 35 aided schools are managed entirely by the Educational Department, are subjected to the prescribed periodical examinations, and their masters are appointed or removed by the Inspectors of Schools with the consent of the Director Public Instruction. There are thus only 11 middle class private and aided institutions. They belong to the Anglican and American Missionary Societies. So also 10 of the 12 lower class aided schools are managed by the Educational Department. It follows then that the aided private schools are only 13 in number.

Statistics of private and aided schools.

209. Including the indigenous institutions, the so called private schools have increased from 588 to 643, the pupils from 9,658 to 11,180 and the average attendance from 6,765 to 7,642, whilst the Grant-in-aid expenditure from Provincial Funds has decreased from 53,307 to 52,055 or by 2·3 per cent. The private expenditure has increased from Rs. 85,462 to Rs. 93,121. Thus, whilst the provincial fund or Government expenditure has decreased, private expenditure has increased. If the indigenous schools be omitted, then aided and private schools have decreased by six and their scholars have increased by 1,175. There is an apparent decrease in lower class aided schools. But these schools were improperly classified last year. Now 16 have been transferred to the middle class grade, as they use the town school curriculum. The increase of aided and private institutions for the past seven years may be thus shewn :—

Institutions.	Year.	Number of Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
						Rs.	Rs.	
Private Institutions under Government Inspection.	1865-66, ...	63	3,687	3,201	2,524	37,741	30,131	
	1866-67, ..	70	3,926	3,743	2,803	45,577	37,986	
	1867-68, ...	73	4,404	4,275	3,143	47,816	49,479	
	1868-69, ..	72	4,852	4,572	3,654	52,286	53,422	
	1869-70, ...	77	5,018	5,102	4,052	53,459	60,352	
	1870-71,	81	5,401	5,261	4,066	53,307	74,028	Omitting indigenous schools.
		588	9,658	8,173	6,765	53,307	85,462	Including do. do.
	1871-72,	75	6,576	6,085	4,702	52,055	72,702	Omitting do. do.
		643	11,180	9,717	7,642	52,055	93,121	Including do. do.

Existing grants-in-Aid

210. The existing grants-in-aid are given below. All those schools marked with an asterisk are entirely managed by the Educational Department, by whom their masters are appointed, and their studies regulated.

Number.	Name of Institution.	Amount sanctioned up to 31st March 1872.	Amount drawn during 1871-72	Remarks.
		Rs. A. P	Rs. A. P.	
1	Canning College, Lucknow, ...	25,000 0 0	25,000 0 0	
2	La Martiniere Girls' School, ...	4,200 0 0	2,880 0 0	
3	Church Mission School, ...	1,800 0 0	1,800 0 0	
4	Victoria Street, C. M., ..	780 0 0	780 0 0	
5	Rani Katra, ...	720 0 0	445 0 0	
6	Nakhás ka Pul, ...	720 0 0	445 0 0	
7	Rajah ka Bazar, C. M. Girls' School, ..	816 0 0	552 0 0	
8	Nakhás, ..			
9	Golaganj, ...	279 0 0	273 0 0	
10	Husainabad A. M. Boys, ...	2,700 0 0	2,000 0 0	
11	Saadatganj, ..	300 0 0	300 0 0	
12	Sadar Bazár, ...	480 0 0	480 0 0	
13	Hasanganj, ...	300 0 0	300 0 0	
14	Cashmiri Mahallah, ...	525 0 0	525 0 0	
15	Naubasta A. M Girls, ...			
16	Nakhás, ..			
17	Pátanala, ...	900 0 0	900 0 0	
18	Mukarampagar, ...			
19	Choupatia, ...			
20	Hasanganj, ...			
21	Zabur Bakhsh Bazar C. M., ...	126 0 0	126 0 0	
22	Panahpúr A. M. Boys' School, ...	300 0 0	300 0 0	
23	Rái Barelí, A. M. Boys School, ...	1,046 0 0	1,046 0 0	Ceased to draw from 1st March 1872.
24	Zanána Mission Agency, Lucknow, ...	840 0 0	830 0 0	
25	Evening School, Lucknow, ...	600 0 0	450 0 0	
26	*a Akouna School, ...	600 0 0	420 0 0	* *a* Converted into a Vernacular School, ⅓rd of the cost being paid from the Provincial Educational Funds, and ⅔rds by the Máhárájah of Kapúrthala.
27	* Boundi do., ..	600 0 0	547 4 11	
28	Nawábganj Aliabad School, ...	180 0 0	180 0 0	
29	Balrámpur School, ...	1,560 0 0	1,560 0 0	
30	* Mahmudabad, ...	1,050 0 0	1,050 0 0	
31	* Machhretta, ...	504 0 0	255 0 9	
32	* Hargaon, ...	252 0 0	224 0 0	
33	* Maháráinagar, ...	252 0 0	218 12 0	
34	* Láharpúr, ...	252 0 0	282 0 0	
35	* Tambore, ...	252 0 0	220 0 0	
36	* Nímsár, ...	252 0 0	205 8 0	
37	* Qútubnagar, ...	252 0 0	218 3 0	
38	* Paintepur, ...	252 0 0	230 4 8	
39	* Baraghón, ...	180 0 0	180 0 0	
40	* Mohanlálganj, ...	150 0 0	136 5 8	
41	* Malihabad, ...	300 0 0	100 0 0	Ceased to draw from 1st July 1871.
42	* Mahona, ...	480 0 0	120 0 0	Ditto ditto.
43	* Chouk Municipal School, Lucknow, ...	660 0 0	660 0 0	
44	* Múftiganj, ...			
45	* Mahbúbganj, ...			
46	* Hasanganj, ...	420 0 0	413 8 0	
47	* Noubasta, ...			
48	* Rahimnagar, ...			
49	* Shankarpúr Sarai School, ...	120 0 0	120 0 0	
50	* Bángarmow, ...	480 0 0	188 8 0	
51	* Murádabád, ...	150 0 0	150 0 0	
52	* Moráwan, ...	150 0 0	144 0 0	
53	* Badarqua, ...	150 0 0	144 0 0	
54	* Neotni, ...	360 0 0	145 0 0	Ceased to draw from 1st August 1871, converted into a Government V. T. School.
55	* Mánikpúr, ...	120 0 0	120 0 0	
56	* Futahpúr, ...	480 0 0	480 0 0	
57	* Zaidpúr, ...	480 0 0	460 0 0	
58	* Radauli, ...	300 0 0	291 0 0	
59	* Rámnagar, ...	240 0 0	217 6 7	
60	* Ajudhya, ...	660 0 0	645 0 0	
61	* Tánda, ...	360 0 0	360 0 0	
62	* Bilgrám, ..	960 0 0	254 15 0	Ceased to draw from 1st December 1871.
63	* Sandíla, ...	780 0 0	270 0 0	Ditto ditto.
64	* Gopamow, ...	240 0 0	78 12 9	Ditto ditto.
65	* Piháni, ...	168 0 0	126 0 0	Ditto ditto.
66	* Báran, ..	150 0 0	85 7 6	Ditto ditto.
67	* Sándi, ...	420 0 0	132 8 0	Ditto ditto.
68	* Malláwan, ...	420 0 0	296 6 0	Ditto ditto.
69	Christian A. M. Girls' School, ...	90 0 0	90 0 0	
	Carried over, ...	58,158 0 0	51,451 14 10	

Number.	Name of Institution.	Amount sanctioned up to 31st March 1872.	Amount drawn during 1871-72.	Remarks.
		Rs. As. P.	Rs. As. P.	
	Brought forward, ...	58,158 0 0	51,451 14 10	
70	Khairabad A. M. Boys' School, ...	465 0 0	465 0 0	
71 *	Sikandrabád School, ...	120 0 0	120 0 0	
72 *	Aliganj, ...	54 0 0	54 0 0	
73 *	Kahmara, ...	54 0 0	54 0 0	
74 *	Dhourehra School, ...	114 0 0	59 7 9	
75 *	Kakorí, ...	204 0 0	204 0 0	
76 *	Paraspur, ...	240 0 0	240 0 0	
77 *	Begamganj, ...	144 0 0	144 0 0	
78 *	Hazratganj C M. Boys, School, ...	72 0 0	72 0 0	
79 *	Branch School, Bára Banki, No. I., ...	192 0 0	192 0 0	
80 *	Do. do. No. II., ...			
81 *	Do. do. No. III., ...			
82 *	Do. do. Unáo, No. I., ...	96 0 0	96 0 0	
83 *	Do. do. No. II., ...			
84 *	Do. do. No. III., ...			
85 *	Do. do. Sítápur, No. I., ...	240 0 0	240 0 0	
86 *	Do. do. do. No. II., ...			
87 *	Do. do. do. No. III., ...			
88 *	Do. do. do. No. IV., ..			
89 *	Do. do. Hardui, No. I., ...	144 0 0	144 0 0	
90 *	Do. do. do. No. II., ...			
91 *	Do. do. do. No. III., ...			
92 *	Do. do. Faizabad, No. I., ...	264 0 0	264 0 0	
93 *	Do. do. do. No. II., ...			
94 *	Do. do. do. No. III., ...			
95 *	Do. do. do. No. IV., ...			
96 *	Do. do. Gonda, No. I., ...	68 12 9	68 12 9	
97 *	Do. do. do. No. II., ...			
98 *	Do. do. Bharaich, No. I., ...	216 0 0	216 0 0	
99 *	Do. do. do. No. II., ...			
100 *	Do. do. do. No. III., ...			
101 *	Do. do. Rái Barelí, No. I., ...	192 0 0	192 0 0	
102 *	Do. do. do. No. II., ..			
103 *	Do. do. do. No. III., ...			
	Total Rs. ...	61,037 12 9	54,277 3 4	
	REPAIR GRANTS.			
	* Begamganj School, ..	49 9 8	49 9 8	
	* Pihani, ...	80 0 0	80 0 0	
	* Sikandrabad, ...	13 5 4	13 5 4	
	* Dhourehra, ...	4 0 0	4 0 0	
	* Aliganj, ...	1 10 8	1 10 8	
	Total Rs. ...	148 9 8	148 9 8	
	FURNITURE GRANTS.			
	* Paraspur School, ...	9 5 4	9 5 4	
	Total Rs. ...	9 5 4	9 5 4	
	Grand Total Rs. ...	61,195 11 9	54,435 2 4	

The total number of Aided Schools at the close of the year was 92, 11 having ceased to draw the grant.

They are :—

(1) Rái Barelí A. M. Boys' School.
(2) Malíhabád School.
(3) Mahoná „
(4) Neotni „
(5) Bilgrám „
(6) Sandíla „
(7) Gopamow „
(8) Pihání „
(9) Báwan „
(10) Sándí „
(11) Malláwán „

Neotni has been converted into a Government Vernacular Town School, since 1st August 1871.

Twelve have been added, *viz* :—

The Branch	School,	Unáo,	No.	I.
„	„	„	„	II.
„	„	„	„	III.
„	„	Sítápur,	„	IV., (Khairabád,)
„	„	Faizabad,	„	I.
„	„	„	„	II.
„	„	„	„	III.
„	„	„	„	IV.
„	„	Gonda,	„	I.
„	„	„	„	II.

Christian A. M. Girls' School, Lucknow.

Kakorí School.

(1) Rudaulí.
(2) Ramnagar.
(3) Tánda.
(4) Kakorí.

Of the 92 Aided Schools, 4 are Government Vernacular Town Schools, whose English Teachers are paid from Government Grants-in-aid and subscriptions.

Five are Government Vernacular Schools and are branches of the Chouk school. They receive one-third of their cost from the Provincial Funds, and two-thirds from the Municipality. The schools are :—

(1) Múftiganj.
(2) Máhbubganj.
(3) Husainganj.
(4) Noubastá.
(5) Rahímnagar.

Twenty-five are branch schools attached to zil'a schools, their teachers being supported from Government Grants-in-aid and Municipal Funds, the Grant-in-aid being one-third of the total cost. They are as follows :—

(1)	Branch	School,	Bára Banki,	No.	I.
(2)	„	„	„	„	II.
(3)	„	„	„	„	III.
(4)	„	„	Unáo,	„	I.
(5)	„	„	„	„	II.
(6)	„	„	„	„	III.
(7)	„	„	Sítápur,	„	I.
(8)	„	„	„	„	II.
(9)	„	„	„	„	III.
(10)	„	„	„	„	IV.
(11)	„	„	Hardui,	„	I.
(12)	„	„	„	„	II.
(13)	„	„	„	„	III.
(14)	„	„	Faizabad,	„	I.
(15)	„	„	„	„	II.
(16)	„	„	„	„	III.
(17)	„	„	„	„	IV.
(18)	„	„	Gonda,	„	I.
(19)	„	„	„	„	II.
(20)	„	„	Bharaich,	„	I.
(21)	„	„	„	„	II.
(22)	„	„	„	„	III.
(23)	„	„	Rái Barelí,	„	I.
(24)	„	„	„	„	II.
(25)	„	„	„	„	III.

And six are cess schools to which superior teachers have been added at a cost charged partly to subscriptions and partly to grants-in-aid. They are :—

(1) Muradabad.
(2) Badarqua.
(3) Bangarmow.
(4) Moráwan.
(5) Mánikpur.
(6) Mohanlálganj.

SECTION VI. A.—Canning College.

The Canning College

211. The report of the Principal will be found in Appendix D. I have already remarked upon the unsatisfactory position of the Professors and Masters of this Institution. Had not the T'alukdárs liberally subscribed for a College, it is probable, having regard to the teeming population of Oudh, that a Government College paid entirely from Provincial Funds derived from general taxation must have been opened. In that case the Masters and Professors would have been placed on the same footing as the Masters and Professors of similar Institutions in the North-Western Provinces. The Institution consists of five departments, the College Proper, the High School, the Ancillary School, the Oriental Department, and the Law Class. The usual statement isas follows:—

Institutions.	Pupils in March 1871.	Pupils in March 1872.	Increase.	Decrease.	Cost to Government in 1870-71.	Cost to Government in 1871-72.	Remarks.
					Rs.	Rs	
College Department, ...	56	56	...	...	12,986	13,146	*a 38 of these 46 Students already appear in one or other Departments of the College. They are therefore not re-added, but only the 8 who do not appear in the returns of the other Departments of the College.
Upper School,...	296	317	21	...	8,391	8,536	
Lower School,...	223	216	...	7	2,974	2,250	
Oriental Department, ...	155	123	...	32	2,822	2,073	
Law Department, ...	...	46 *a	46 *a	...	...	1,078	
Total, ...	730	720	29	39	27,173	27,002	

The College Department at the close of the year contained 56 under-graduates, of whom seven were Mahomedans, and 49 were Hindús. An under-graduate must stay at College for *four* years after passing the Entrance Examination, or for two years after passing the First Arts Examination. The total cost of the College Department was Rs. 26,365, of which Rs. 13,146, were received from the Provincial Budget allotment for education. The average number of pupils on the rolls was 46, and the average annual cost of each pupil to the Government was nearly Rs. 286.

Cost of a graduate in Oudh as compared with the Panjab and Bombay.

Thus each graduate from Canning College cost the State for his education Rs. 1,144, and each First Arts man Rs. 572. In the Panjab in 1870-71, the total cost to the Public Funds of the two Colleges of Lahore and Delhi was Rs. 50,476. There was an average number of 83 pupils on the rolls, and the cost of educating each pupil was thus Rs. 608 or the cost of a graduate would be at this rate Rs. 2,432, a sum twice as great as that spent on the education of a graduate in Oudh. So also the cost of educating a First Arts man would be half this amount namely, Rs. 1,216. Or at Canning College, a graduate can be educated at the cost of educating a First Arts man at Lahore. In Bombay the annual cost for each scholar calculated on the average daily attendance of pupils at Colleges was to the Provincial Public Funds Rs. 303. Or a graduate would cost only Rs. 1,212, a comparatively moderate sum. I am unable to make a similar comparison with the North-Western Provinces, as there the cost of the College Departments is not separated from the cost of the School Departments. But if a comparison be made in the only way possible, then the cost of educating each pupil from the primary to the degree standard was in Lucknow Rs., 37-14, and in the North-Western Provinces, it was in Agra Rs. 233, in Barelí Rs. 149, in Benares Rs. 119, and in Ajmére Rs. 103. Or if we consider the Aided Colleges, the cost to Government of educating each pupil varied from Rs. 11 at Jai Narayan's College to Rs. 50 at St. Peter's College. The comparison amongst Government Colleges may be thus still further exhibited.

Cost of College Education in Oudh as compared with the North-Western Provinces.

Canning College.			Benares College.			Agra College.			Bareli College.			Ajmere College.			Remarks.
Number of Pupils.	Number of Under-graduates.	Cost per pupil to Government.	Number of Pupils.	Number of Under-graduates.	Cost per pupil to Government.	Number of Pupils.	Number of Under-graduates.	Cost per pupil to Government.	Number of Pupils.	Number of Under-graduates.	Cost per pupil to Government.	Number of Pupils.	Number of Under-graduates.	Cost per pupil to Government.	
		Rs.		Unknown.	R.		Unknown.	Rs.		Unknown.	Rs.		Unknown.	Rs.	
720	56	38	641		119	169		233	295		148	246		103	

In 1870 Jai Narain's College at Benares passed but two men in the First Arts, and no under-graduates. In the same year six men passed from Canning College the First Arts Examination and one man graduated. So also St. Peter's and Victoria Colleges passed no men, and St. John's College, Agra, passed five for the First Arts, but no graduate. During the year under review Canning College passed five in the First Arts Examination, two in the examination for B. A., and one took his Master's Degree with Honours, receiving the Silver Medal of the Calcutta University. These gentlemen are Mr. Brojendro Náth Dé, and Mr. Hanuman Prasáda. The former is a Bengáli, but received all his education at Canning College. The latter is a native of Oudh.

The out-turn of the College may be thus compared with that of other Colleges in the North Western Provinces.

1871-72.	Canning College.	Benares College.	Agra College.	Bareli College.	Lahore College.
Passed F. A., ...	5	4	2	7	1
Passed B. A., ...	2	...	...	...	1
Passed M. A.,...	1	...	...	...	...

In the Master's and Bachelor's final examinations, Canning College did better than all the Colleges in the North-Western Provinces, and in the First Arts examination was beaten only by the Bareli College. These results were achieved notwithstanding the absence of the Principal in England for some months, and the loss of an efficient Professor, whom it was impossible to replace for a long time. Credit is due to the Officiating Principal, Mr. White, and to the Mathematical Professor, Mr. Gall, and to the Arabic and Sanscrit Professors for their untiring industry and skill in the exercise of their profession.

The High School Department.

212. The numbers have increased from 296 to 317, the average attendance from 219 to 254. The fee collections shew a slight decrease. They were Rs. 2,110. In the previous year, the fees amounted to Rs. 2,279. The High School was moderately successful. It passed seven pupils for the Entrance Examination, one of whom was 2nd of all the boys who passed from Oudh Schools. In the previous year it passed 18 pupils. But this decrease was not owing to any want of care in tuition.

The standard of the Entrance Examination was undoubtedly higher, as compared with the Government High School departments in the North-Western Provinces, Canning College did well. The High School of Benares College passed but nine, that of Agra College passed eight only, the Barelí College High School passed only nine, and the Lahore College School six only.

The Primary School.

213. The Primary School students have decreased from 223 to 216 or by seven only, and the average daily attendance has fallen from 191 to 187, or decreased by four. This trifling fluctuation calls for no remark.

The fee receipts were Rs. 1,667 against Rs. 1,965 in the previous year. This decrease of 10 per cent. on the former receipts is unsatisfactory. The school, however, in all other respects is doing well.

During the year 50 boys were sent up from the Preparatory or Primary School to the High School.

The Oriental Department.

214. In this Department there has not been much improvement. There is still no definite standard up to which the pupils work, still each Maulavi teaches his class from the merest elements up to somewhat advanced works in Philosophy. This department, if the fee receipts are a guide, is not very much valued by the community. The fee receipts for an average number enrolled of 165, only amounted to 34 Rs. The cost to Government of educating each student decreased from 19 Rs. 7 annas, to 18 Rs.

The Statistics of the Law Department.

215. The statistics of this department have not hitherto been separately shewn. Of the whole 46 students only eight belonged to the College. The others were Masters and others not in *statu pupillari* The total number of law students at the close of the year was 46. The average number was 29, and the cost of educating each pupil was to the provincial educational budget allotment 37 Rs. yearly. The studies of the pupils may be seen from the Principal's report.

The Professions of the parents or guardians of the pupils attending Canning College.

216. The professions of the parents or guardians of the pupils attending Canning College may be thus shown :—

	pupils.
T'alukdárs, ...	24
Zamindárs, including Lambardars, Pattidars, Thokedars, &c.,	24
Patwaris and Qanungoes, ...	0
Cultivators, ...	14
Government Servants, ...	186
Private Servants, ...	256
Professional men, such as Pandits, Maulavis, Hakims, Writers, &c., ...	86
Trading class, including Bankers, Merchants, Shop-keepers, &c., ...	61
Artizans and Manufacturers, as Smiths, Carpenters, Weavers, &c.,...	6
Others, ...	63
Total, ...	720

The T'alukdárs are not well represented. When the Chief Commissioner distributed the prizes, he availed himself of the opportunity to advise the T'alukdárs assembled to benefit their relatives by allowing them to take advantage of the education afforded. The attention of Rajah Amir Hasan Khan Bahadur, Vice President of the British Indian Association, who himself received much of his education at Canning College, was especially drawn to the subject.

The Wards' Institution.

217. Connected with the College, there is a Wards' Institution. At the close of March 1871, the number of boarders was 26, of whom 14 were Wards. All the 26 were T'alukdárs, eight were Mahomedans and eighteen Hindus. The total cost in 1871 was Rs. 10,550 and the average cost for each ward or boarder was 402 Rs. On the 31st of March 1872 the total number of boarders was 21 only. All were T'alukdárs, 16 Hindus and five Mahomedans The total cost was Rs. 10,005, and the average cost Rs. 476.

The maximum cost was for any *ward* Rs. 3,229, and the minimum cost was Rs. 532. Boarders are excluded from this calculation.

The Governor, Mr. Anand Lal Rai, thus reports on the progress made by the Wards in their studies.

"The pupils of the Court of Wards do not stay long enough to enable "them to pass any University examination. They withdraw from the "school as soon as they are 18, and as they generally come at an "advanced age, they cannot, during their short stay complete the course "of studies prescribed for the University examinations. They belong "to different classes in the school department, and the progress they "have made as tested by the annual examination, is on the whole "satisfactory. Five boarders have passed the University examination, "and one of them is serving Government as a Tehsildár. One is gone "to England to compete for the Civil Service. One is still prosecut-"ing his duties in the third year College class, and two are candidates "for Government employment. Of the pupils under the Court of Wards, "five are now managing their own estates. They are.

Rajah Amir Hasan Khan of Mahmudabad in the Sítápur District, Rajah Muneshwar Bakhsh of Mallapur in the Kheri District.

Rajah Balbhadra Singh of Mahewa in the Kheri District.

Rajah Udai Pratab Singh of Bhinga, in the Bharaich District, Mahant Harcharan Dass of Maswara, in the District of Unáo.

SECTION VI B.—Aided Private Schools of the Higher Class.

The Bulrámpur High School.

218. This School passed one scholar at the matriculation examination, and one of the teachers also passed. The Head Master, when I visited the school in January, I found absent on leave, that perhaps should not have been granted. Both he and the 1st Assistant Master, they are brothers, submitted their resignations to the Máhárájah of Balrámpúr during the year, they were accepted. Indeed, although the Head Master is a very capable man and I think industrious, I was glad of the opportunity afforded to re-adjust the stipends.

But the Máhárájah, at the earnest solicitation of the Head Master and his brother, allowed them to withdraw their resignations. At my suggestion, the Máhárájah has appointed a Committee of Management, to whom all questions of discipline and leave are to be referred, and the Government leave rules are to be adopted. The school is arranged after the fashion of a Government High School. The present and past state of the school may be thus contrasted.

Years.	Passed the Entrance Examination.	Pupils in upper division.	Pupils in middle division.	Pupils in lower division.	Sanscrit class.	Persian class.	Total.	Percentage of attendance.	Fees.	Average cost to Government per pupil.	Remarks.
1870-71, ...	...	20	39	80	8	8	155	67	161	10 13 0	
1871-72, ...	2	21	75	104	..	...	200	80	268	9 4 7	
Increase, ...	2	1	36	24	..	...	45	13	107	...	
Decrease, ...	...	...	...	...	8	8	...	...	...	...	

The pupils have thus increased from 155 to 200, and the percentage of attendance is now fairly good, being 80 per cent. of the average number enrolled. This is very much better than last year. The fees also have increased from 161 Rs. to 268 Rs. or have nearly doubled. The cost to Government of educating each pupil has decreased from Rs. 10-13 to Rs. 9-4-7. But though the classification has improved, it is not nearly so good as it should be. There is now no second class. But all the other classes are fairly strong. And if the classification be compared with the curriculum for High Schools, the attainments of the pupils may be exactly shewn, if the classification be correct. I have not seen the school since January. The Inspector visited it in March, and reports that the 5th class boys are not up to the proper standard.

Year.	Classifications.											Remarks.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.	Persian Department.	Sanscrit Department.	Grand Total.	
1870-71, ...	15	5	10	11	11	17	25	55	139	8	8	155	1 Includes 2 pupil-teachers.
1871-72, ...	6	...	15	21	22	32	41	63	200	...	...	200	

At the last general departmental examination, one student in the 1st class passed in all subjects, and one failed slightly in mathematics. Both these passed the entrance examination, one being a teacher. So in the 2nd class two pupils passed in all subjects, in the 3rd class seven students were fitted for promotion, though only four passed in all subjects, and in the 4th class only four passed. Thus the school did better than it has ever done before, but not so well as it should have done. There are very few Mahomedans in the school, only 37 out of 200 students! Sixty three

boys left the school during the year, and 106 were admitted. The number of students, children of Patwarís, and of the trading classes have increased in numbers. The Head Master reports that the conduct of the pupils has been satisfactory. Five students obtained employment during the year. The Maharajah, it is said, wishes to take all students who matriculate from this High School into his own service. Both the matriculated students of last year have been so employed.

The Head Master mentions with praise the services of Babu Nar Singh Rao, Maulavi Ahud-ud-din and Pandit Narayan Jotishi. The school is in an improving state, and is in much better order than it has been for some years past. The liberality of his Highness the Maharajah is so well known to the Chief Commissioner, that I need not comment upon the rich support he affords to this school. Any want of success will be entirely due to the masters. However, I hope that there will be no failure.

The Head Master acknowledges the assistance he has received from Lala Ram Shanker Lal, who occupies an important position in the household of His Highness.

SECTION VI C.—Aided and Private Schools of the Middle Class Anglo-Vernacular.

Aided and Private Middle Class Anglo-Vernacular School.

219. These schools are of two kinds, those managed by this department, and those belonging to the Anglican Church and American Missionary Societies.

Anglo-Vernacular Middle Class Schools managed by the Educational Department.

The statistics of these schools are as follows:—

Name of School.	Number of pupils.	Average attendance.	Fee Collections.	Government grant.	Total cost.	Cost to Government of educating each pupil.	Remarks.
			Rs.	Rs.	Rs.	Rs.	
				Anglo-Vernacular.			
1.—Ajudhya, ...	124	86	129	645	1,408	5 3 2	
2.—Zaidpur, (1 branch), ...	61	51	34	460	889	5 15 6	
3.—Fatáhpur, (1 branch), ...	107	87	54	480	1,134	5 1 8	
4.—Mallawan, ...	125	98	73	296	900	2 5 0	
5.—Evening School, ...	18	18	308	450	906	14 8 3	
6.—Mahmudabad (1 branch),	142	90	78	1,050	2,095	9 4 8	
7.—Akouna (2 branches), ...	126	72	31	420	1,083	3 5 9	
8.—Boundi (4 branches), ...	223	131	70	547	1,313	2 10 6	
Total 8 Schools with 9 branches,	926	633	777	4,348	9,723	4 13 11	

The nine schools, excepting perhaps, the Evening school, Lucknow, and the Akouna school are of equal status with Government middle class schools. The cost to Government of educating each scholar at these Aided schools is Rs. 4-13, whilst the cost to Government at a similar school maintained from the Provincial Public Funds is Rs. 6-10-4. These Aided Schools are, therefore, for the most part in a satisfactory state. Their general classification appears in the Appendix.

The acquirements of the scholars can be readily ascertained. The only schools that are really not in good order and shew no signs of improvement are the Evening school, Lucknow, and the Akouna Aided school, supported by the Máhárájah of Kapurthála. The former has been deteriorating for years, ever since its establishment, and has been closed. The latter has now been converted into an Aided primary school, two-thirds of the cost of which are paid by His Highness the Máhárájah of Kapurthála, and one-third is debited to the Provincial educational grant.

220. The past and present state of this school may be thus contrasted. Ajúdhyá.

Years.	Classification.										Remarks.
	Extra Class.	I.	II.	III.	IV.	V.	VI.	Total.	Sanscrit.	Grand Total.	
1870-71, ...	...	11	11	15	22	16	...	75	48	123	
1871-72, ...	...	11	13	27	12	13	...	76	48	124	

There has been some improvement, both in numbers, classification, and in the average daily attendance. The fee collections have risen from Rs. 102 to Rs. 129. At the last general examination, 10 boys were presented for examination in Standard I of Anglo-Vernacular middle class schools. Nine passed, one with excellence, and all are reading at the High School, Faizabad. The boy who passed with excellence obtained a Scholarship. There is a Sanscrit department attached to this school. It is organized according to the system in vogue in the country. I should like to see a really capable Sanscrit Professor appointed on a good stipend, able to organise the Sanscrit department of the school according to Western ideas, and to impart a critical knowledge of Sanscrit. I should like to see this done, as Ajúdhyá, the most ancient Hindú city in Oudh, seems to be naturally a home for Sanscrit learning. The re-organization, however, would not be popular. The Sanscrit scholars are men who learn professionally, and who hope to obtain a respectable livelihood by reading the puránas, and by assisting at marriages and other festive or solemn occasions.

The Inspector too, thinks that measures should be adopted to form a thoroughly efficient Sanscrit school here. He says that much of the teaching is at present indifferent. There is but one Pandit, who attempts to teach both beginners and those more advanced. Mr. Thomson further remarks.

"I am of opinion that measures should be adopted to form a "thoroughly efficient Sanscrit school here. As there is but one Pandit, "much of the teaching at present is but indifferent. Formerly Rájá "Bishan Prakash of Sarsar, and Máhárájah Sir Man Singh of Shahganj, "gave large sums to Sanscrit students. Since the death of the former

" no member of the Sarsar family has resided at Ajúdhyá. In regard to " the Shahganj estates, I believe both the Máháraní and the Deputy " Commissioner would have gladly continued the grants made by the " Máhárája, were it not that the estate is so deeply involved. Perhaps " a special grant-in-aid could be made to this school."

I do not think that we could pay Sanscrit students, for we should run a risk of raising a class of men who after they were educated, would claim assistance to find them appointments. But special scholarships for definite knowledge might be given.

The Head Master reports that the conduct of the scholars has been uniformly good, that the assistant teachers have done their duty but that the Sub-Committee pay but little attention to the school.

Zaidpur.

221. This school ought to have done better. It has been neglected by its Head Master, who will be removed unless the school improve. The two of the more influential inhabitants of Zaidpur are at feud, and perhaps their rivalry hurts the school. Zaidpur is a very old Mahomedan town, and the school should be in much better order than it is at present. The town contains nearly 11,000 inhabitants. The numbers have decreased from 71 to 61, the average daily attendance from 56 to 51, and the cost to Government has slightly decreased. The fee collections have diminished and are ridiculously small.

The classification is as follows :—

Years.	Classification.								Remarks.
	Extra class.	I.	II.	III.	IV	V	VI	Total.	
1870-71, ...	...	7	7	11	14	32	...	71	
1871-72, ...	...	4	4	9	13	11	20	61	

The classification has deteriorated, and is now very bad. Steps will be taken to re-organise the school.

At the last departmental examination, no boys passed under Standard I of the middle class scheme. I examined the school in December. I found the 2nd Master absent without leave. He has been removed. There were in the main school only 56 enrolled, and I found but 36 present.

None of the classes passed a good examination. I should then ha[illegible] removed the Head Master, had he not been a long time in the E[illegible] tional Department. As it was, he was reduced from 40 to 30 [illegible] Mahomedan gentleman ought to be at the head of this school [illegible]nd more

Futahpur

222. This school thanks to its energetic Committ[illegible]hatwa Mow, especially to Rájah Tajammul Husain Khan, T'alukdár- [illegible]ne Head Master, and Rajáh Sarabjit Singh, and to the labour and tact [illegible]. The number of Mr. Shaukat Husain, has improved in most resp[illegible]s. students has increased from 71 to 107, the ave[illegible]e daily attendance from

67 to 87, and the cost to Government of educating each pupil has fallen from Rs. 6-10-0 to Rs. 5-1-0. The fee collections, however, have slightly decreased. The improvement in the classification may be thus shewn :—

Years.	Classification.								Remarks.
	Extra class.	I.	II.	III.	IV.	V.	VI.	Total.	
1870-71, ...	..	7	14	10	13	31	...	75	
1871-72, ...	...	12	9	12	18	44	12	107	

At the last general examination six boys were presented for examination under Standard I of middle class schools, and all passed, one with excellence. One obtained a scholarship, and he is now reading at a High school.

223. The number of pupils at this school has diminished from 134 to 125, and the average daily attendance has fallen from 115 to 98, the fees have also decreased from Rs. 87 to Rs. 73. The cost to Government of educating each pupil has fallen from Rs. 3 to Rs. 2-5. The school suffered owing to the illness of the late Head Master, who in June last was attacked with incipient brain disease. The classification as appears from the following table has improved :— Malláwan.

Years.	Classification.								Remarks.
	Extra Class.	I.	II.	III.	IV	V.	VI.	Total.	
1870-71, ...	..	11	19	16	24	64	...	134	
1871-72, ...	...	12	20	19	24	31	19	125	

At the last general examination eight students were presented for examination under Standard I of the middle class Anglo-Vernacular School grade, but only four passed, and none obtained scholarships. The school building requires, the usual annual repairs, and an additional room is necessary. The repairs and the additional room will be at once commenced. Their cost has been sanctioned partly from the Provincial Educational Funds, and partly from subscriptions raised in the town of Malláwan by the Deputy Commissioner. The T'alukdárí subscribers withdrew their support to this school when the New Local Rate was allowed. Since the town contains nearly 12,000 inhabitants, the Local Rate Committee thought that a middle class school should be maintained and so voted a sum sufficient for its support. The vote seems to [illegible]en wisely given. For, the contributions of the townspeople [illegible]o repair and enlargement of the school house, shew that they [illegible]ciate the school. The insufficient advancement of the school under review is simply owing to the illness of the late

[illegible] reported on the unsatisfactory state of this school. [illegible]ils in 1867-68. The numbers decreased to 80 [illegible]n 1871, and to 18 in March 1872. The Gov- The Lucknow Evening School.

ernment grant decreased in the same time from 100 Rs. to 18 Rs. drawn for March and equal to the sum realized by the fees. The Committee of management did all they could to improve the school. But it seemed to supply no want, and so was closed at the end of the year under review.

Mahmúdabád.

225. This school is supported by Rájah Amir Hasan Khan, the Vice-President of the British Indian Association, who is himself an accomplished scholar. The numbers have increased from 138 to 142. But the average daily attendance has decreased from 120 to 90. It is now only 79 per cent., of the average number of students enrolled. The Inspector gives no reason for this decrease. The school stands in need of proper accommodation, and the Rájah is willing to build a school-house so soon as a proper plan and estimate are provided. These will be sent. The classification is as follows :—

Years.	Classification.								Remarks.
	Extra class.	I.	II.	III.	IV.	V.	VI.	Total.	
1870-71, ...	...	6	8	11	35	78	...	138	
1871-72, ...	...	4	7	19	42	37	33	142	

At the last general examination the school did not do well. It only sent up four scholars under Standard I, and three of them failed. I visited the school in November. I then found the Arabic Master, who received Rs. 50 a month from the Rájah with only six scholars, though each scholar was supported by the Rájah. The Rájah was averse to closing the Arabic Department, so I recommended a change of teachers, and a gentleman was finally appointed, who could not only teach Arabic, but take part in the general work of the school. There are now eight Arabic students.

Akounáh

226. An English school should not originally have been opened in this small village. Owing to the establishment of certain branch schools, the numbers increased from 55 to 126. But as will be seen from the classification, the increase was solely in the primary department :—

Years.	Classification.								Remarks.
	Extra class.	I.	II.	III	IV.	V.	VI.	Total.	
1870-71, ...	...	...	4	11	19	21	...	55	
1871-72, ...	...	...	8	14	12	12	80	126	

With the assent, of the Agent of His Highness the Máh[illegible] present has been thought fit to close the English Department, and me[illegible]t to re-or-here a Vernacular Primary School, two-thirds of the cost [illegible] grant has per-be defrayed by the Máhárájah, and one-third by the Ed[illegible]ment. At the Main or English School, the average [illegible]ttle higher than that out the year was only 36. As a Vernacular Sch[illegible]ut are much lower than at fairly well. But great results, owing to the scantiness of the population, and their social

The Inspector says that from the first he saw that it was impossible to form an English School in a place so small and so poor, and considers its reduction to the Vernacular grade to be a great improvement. The Agents of the Máhárájah of Kapúrthala, shew a liberal spirit, and are very willing to assist in the support of schools on the Máhárájah's estates, and recommend the people to avail themselves of the advantages offered. But in truth, the welfare of a school depends almost entirely upon the character and attainments of the Schoolmasters employed. Very good Schoolmasters are scarce and besides do not care to remain long in so comparatively remote a village as Akounah.

Boundí.

227. The number of scholars has risen from 70 to 83. Four branch schools have also been opened containing together 140 pupils, and so raising the number of scholars to 223. The cost to Government of educating each pupil has fallen from Rs. 8-4 to Rs. 2-10. The fees have increased from Rs. 37-12 to 70 Rs. The average attendance is very poor, being only 63 per cent. of the number enrolled. There was a good deal of illness during the year under review. Fever was very prevalent both here and at Akounah. I visited the school in January, and found 54 present at the Main School, out of 84 on the rolls. The pronunciation of English throughout the school was simply atrocious. None of the English readers passed. They were hardly up to their respective standards either in English, Arithmetic, or in Urdú writing from dictation. I expect better results under the present Head Master. The classification of the school is poor enough. It shews that of 223 enrolled, 113 have not mastered the alphabet. But then during the year there were 180 admissions.

Years.	Classification.								Remarks.
	Extra class.	I.	II.	III.	IV.	V.	VI.	Total.	
1870-71, ...	...	...	7	13	28	22	...	70	
1871-72, ...	...	5	9	25	22	49	113	223	

The increase of boys in the 3rd class is good. The Head Master reports that the Máharájah of Kapúrthala visited the School during the year under review, and transmitted 50 Rupees for prizes.

The interior of the new school house built by the Máhárájah is in an unfinished state. School furniture is also required, and a small library might be formed.

Aided Schools under th Anglican Church Mission.

228. The statistics of these schools are as follows :—

School.	Number of pupils.	Average attendance.	Fee collections.	Government grant.	Total cost.	Cost to Government of educating each pupil.	Remarks.
			Rs.	Rs.	Rs.	Rs. As. P.	
	356	182	155	1,800	3,600	7 13 2	
	81	60	35	445	890	5 12 5	
	108	65	35	445	890	5 12 5	
		85	40	780	1,560	6 8 10	
		392	265	3,470	6,940	6 14 4	

The number of pupils has increased from 568 to 676, but the average daily attendance has fallen from 424 to 392. Nothing could be worse. The fee collections have decreased enormously. They were only 265 Rs. as against Rs. 485 in 1870-71. The paucity of the fee collections and the poor average attendance require attention. The decrease in the fee collections occurred principally in the Main School where the fee receipts have diminished from Rs. 275 to 155 Rs. and in Victoria School, where they fell from 87 Rs. to 40 Rs. There has been a change in the management of these Schools. Possibly the masters may have taken advantage of the change to relax their efforts to collect fees. The cost to Government of these Schools has decreased from Rs. 4,053 to Rs. 3,470, and the average cost per pupil has fallen from 7-14-0 to 6-14. It is still too high. The average cost per pupil at a Government Middle class Anglo-Vernacular School being only 6-10-0, the cost to Government at an Aided institution should not exceed 3-5-0.

The Main School.

This School was examined with the other Middle Class Schools in Oudh at the general examination. It presented seven boys for examination under Standard IV. The pupils did fairly but unequally, all were fitted for promotion, three obtained prizes and one a scholarship. In the translation paper there was general failure, and six boys failed to obtain one-third marks in the Vernacular. At all Mission Schools the Vernacular is generally the weak point. Neither parents nor boys care to study their mother tongue. All they want is to obtain a knowledge of English, which they can soon turn into money. In Standard No. IV. the pupils did not do so well; seven were presented for examination, but only two pupils passed. The failure in Persian and translation was complete. The class generally was below mediocrity. The remaining classes were examined by the Superintendent and teachers, and the results were said to be satisfactory. The Main School I visited and examined in November, and sent a full report of the results to the Manager. In the English Department 53 out of 63 were present. The first class containing ten pupils, of whom seven were present, were of equal attainments with pupils of the 2nd class of a Government School. In English reading and dictation the first 3 classes acquitted themselves fairly. But they were weak in translation. The remaining two classes contained boys of very poor attainments. The arrangement of the Vernacular Departments seemed faulty. There were nominally four classes in the Urdú Persian Department, and three classes in the Hindí Sanscrit Department. But each class in reality was a separate School, the Vernacular Departments were in fact a congery of indigenous Schools. To this arrangement I attribut the decrease of fees. When each Master has a separate School, very tle of the fee collections are likely to find their way to the genera of the school. The third mastership was vacant, but I now u that it has been filled up by a very competent Scholar. Manager, the Revd. John Ellwood, has re-organised, or i ganise the Vernacular Departments. On the whole haps been fairly earned.

The attainments of the pupils are perhaps an average Government Middle Class School

a Government High school. The cost to Government of each pupil at a High School is Rs. 20-6, so an Aided school of the same calibre should not cost more than Rs. 10-3. The education at the Main Mission school does not cost so much, being only Rs. 7-13 per pupil.

The remaining three schools I have not yet inspected. But the Superintendent speaks favourably of the Ráni Kutrá and Nakhás-ká-Púl schools. The Victoria school is said not to be in a good state owing to the resignation of the Head Master, and the difficulty experienced in procuring a substitute.

At all schools, if the attendance does not increase, it will be necessary to reduce the grant.

229. The statistics of these schools are as follows :—

The American Episcopalian Methodist Mission Anglo-Vernacular Middle Class Schools.

Name of Institution.		Name of zil'a.	Number of pupils.	Average Attendance.	Fee Collections.	Government Grant.	Total Cost.	Cost to Government of educating each pupil.	Remarks.
					Rs.	Rs.	Rs.	Rs. As. P.	
Husainábad Main School, ...	1870-71,	Lucknow, ...	101	76	132	2,674	5,934	27 0 0	
	1871-72,		104	70	100	2,000	4,223	21 4 5	
Saádutganj Branch, ...	1870-71,	Ditto, ...	54	42	46	300	628	5 14 0	
	1871-72,		63	47	41	300	638	5 4 2	
Sadar Bazár,...	1870-71,	Ditto, ...	98	63	143	480	1,000	5 13 0	
	1871-72,		109	69	141	480	894	5 4 4	
Hasanganj, ...	1870-71,	Ditto, ...	61	38	55	300	693	5 12 0	
	1871-72,		70	38	44	300	718	5 4 2	
Cashmirí Mahallah, ...	1870-71,	Ditto, ...	90	66	61	360	860	4 0 0	
	1871-72,		114	68	66	525	1,006	5 15 5	
Total, ...	1870-71,	Ditto, ...	404	285	437	4,114	9,115	11 0 0	
	1871-72,		460	292	392	3,605	7,479	9 4 4	
hairábad, ...	1870-71,	Sítápur, ...	80	56	96	600	1,296	6 5 0	
	1871-72,		62	53	70	465	1,255	6 5 11	
... ...	1870-71,	Rái Barelí, ...	95	75	100	913	1,879	8 12 0	
	1871-72,		243	155	58	1,046	2,346	4 10 8	
...	1870-71,	... ...	579	416	633	5,627	12,290	9 13 1	
	1871-72,		765	500	520	5,116	11,080	7 7 8	

s have increased from 579 to 765, and the average 500. The fee collections have, as in the case of ols, diminished. The fee collections in 1870-71 were but 520. The cost to Government to Rs. 5,116, and the average cost of m Rs. 9-13 to Rs. 7-7. I should say

from these changes and more especially from the diminished fee collections and increased numbers, that the schools have now reached a lower stratum of society. Five of these schools are in Lucknow. The numbers have increased from 404 to 460, and the average attendance from 285 to 292. The total cost to Government has decreased from Rs. 4,114 to Rs. 3,605, and the cost of educating each pupil has fallen from Rs. 11 to Rs. 9 4-4. It is still much too high, and at the Main School it is enormous, being Rs. 21-4-0. If this rate were to continue, it would be as expensive to Government to educate a lad at the Main American Mission school as at a High school, though the highest class at the Main American Mission school only corresponds to the 4th class of a High school. But last year the cost was still more disproportionate. Then it was Rs. 27 for each pupil! In 1869-70 it was Rs. 27-14-0, and in 1868-69 it was Rs. 20. Thus the rate has increased by Rs. 1-4-0 in three years, though the grant has been reduced at the Main school from Rs. 225 monthly to Rs. 100. The Mission voluntarily relinquished a portion of the grant originally given.

American Mission School, Lucknow.

The Revd. J. H. Messmore, thus reports on the Schools under his charge.

"The American Methodist Mission, Lucknow, has given a large share of its attention "to school work since its establishment in this City in 1859. There has been no change "in the policy of the Mission respecting its schools, although during a part of the last year "the working force of the Mission was so reduced by removals, that it was impossible to give "as much personal attention to the schools as formerly. But at the annual conference, "held in Muradabád, January last, arrangements were made by which one of the Missiona-"ries would be left free for working in the schools. The good results of this arrangement "are already apparent. The number of pupils on the rolls at the end of the year is 50 "more than at the beginning of the year. This increase is shared between the Husainabád, "Káshmirí Mahallá, and Saádatganj schools, there being a decrease of two or three in "the Sadar Bazár School."

"The destruction by floods of the Central school house at Husainabád in September "1870, necessitated the erection of a house on another site. After searching for a suit-"able site for several months, a small lot was purchased on Victoria Street near the "Nakhás bridge, and in February 1871, the buildings on this site were taken down, "and the foundations for the new building marked out. At this juncture, however, the "Missionaries of the Church Mission presented a protest against the erection of the house "in Victoria Street, as they had two schools in that street, and their Central school "building was not more than half a mile distant."

"The matter was referred to the Director of Public Instruction who met the "Missionaries of both Missions, and endeavoured to arrange the difficulty. Several sites "were suggested by him, but none of them could have been chosen by the American Mission "without great injury to its school work, and complete abandonment of their general "plan. Moreover, more than Rs. 16,000 had been already expended on the Nakhás lot, "which would be absolutely thrown away by abandoning the place, as the demolition of "the shops standing on it had made the lot worthless. The building of the house was "temporarily delayed for want of funds, but in October 1871 the work was resumed, and "in February 1872 the school was removed into its new quarters. The building is a "double story 40×50 with ten rooms and can accommodate from 2 to 300 boys. "Including the price of the site more than Rs. 4,000 cash have been expended. Materials "of at least Rs. 1,500 in value have been brought from the ruin of the building at "Husainabád. It will require Rs. 500 to complete the building, so that its entire cost "may be set down at Rs. 6,000. For more than 18 months the school suffered very "much from want of a suitable house, the two highest classes also left to attend other

"schools. Under these circumstances the Director of Public Instruction was compelled to "reduce the grant-in-aid to Rs. 150 per month. The Mission has since relinquished Rs. 50 "more, and now draws only Rs. 100 monthly."

"A site has been secured for the school in the Sadar Bazár, and the Mission hopes to "be able to put up a good house for the school there, which now numbers about 100 boys.

"The Káshmirí Mahallá School has been the most prosperous of the branch schools, "both in numbers and the progress of the pupils, and closes the year with more than 100 "names in regular attendance."

"It has been found very difficult to enforce discipline in the schools, on account of "the extreme facility with which boys from one School are admitted into other schools. "Our Head Masters have strict orders not to receive boys from other schools, but almost "daily they bring complaints of desertions to other schools, and nearly always in connec- "tion with an attempt to enforce dicispline."

"I do not know whether this evil can be avoided. Should the Principals of the "various schools in the city agree to exclude all desertions from other schools, it will be "next to impossible to ascertain whether or no their orders are observed by the Head "Masters, and the Head Masters themselves are often deceived by the boys. The "standard of schoolboy morality and truthfulness must improve before this evil can be "removed; yet I am certain that if the Principals of the various schools would give their "influence in the right direction, the evil would be very much lessened. The difficulty "of collecting fees from boys, their inability in a great many cases to purchase the "necessary books, the constant interference of general and local festivals and holidays, "the excessive unwillingness of boys to learn anything in their own vernacular, in which "stupidity they are sustained by their friends at home, the impossibility of grading a "school without compelling pupils to sacrifice the advancement in the native classics on "which they have spent years of study, and the want of plain, comprehensive, text books "in both English and Vernacular studies, are some of the difficulties which daily have "presented themselves, and for the speedy removal of which there are but faint hopes."

I think the transfer of the school from Husainabád was necessary, but as the school interferes with that of Nakhás, it will perhaps be necessary to withdraw the grant from one or the other. At the last annual examination the Main School submitted eight boys for examination under Standard IV. of the high school grade, but the pupils did not do well. They failed altogether in the History of India, their translation and English were both poor, and there was general failure in Geometry. So also the Cashmirí Mahallá school sent up four pupils for examination under the same standard and all did well. The Sadar Bazár School also sent up five pupils, but here too was general failure.

The Khairabád American Mission School.

230. The number of scholars has diminished from 80 to 62, the average attendance from 56 to 53 and the fee collections from Rs. 96 to Rs. 70. The Government grant has diminished from Rs. 600 to 465, but the average cost of educating each pupil remains the same as before. It is Rs. 6-5, and is about double what it should be. The grant was reduced during the year from Rs. 50 to 35 a month, and a still further reduction will be necessary, if the school do not improve.

The Rai Barelí American Mission School.

231. The Inspector visited this school and gave a very unfavourable account of its condition. The account was forwarded to the Manager who voluntarily relinquished the grant. Since the relinquishment of the grant, the numbers have increased from 95 to 243, owing to the establishment of numerous branches where primary education is given. Next year this school will not appear amongst our Aided Institutions.

SECTION VI D.—Aided and private Vernacular Schools of the Middle Class.

232. The statistics of these schools are as follows :—

Vernacular Middle Class Aided Town Schools.

No.	Name of Institution.	Number of pupils.	Average attendance.	Fee collections.	Government grant	Total cost.	Cost to Government of educating each pupil.			Remarks.
				Rs.	Rs.	Rs.	Rs.	As.	P.	
1	Gopamow, ...	76	41	16	79	342	1	5	0	
2	Piháni, (1 branch) ..	141	119	55	126	510	0	14	9	
3	Shánkarpur Sarai, ...	58	54	19	120	240	2	0	0	
4	Machhretta, ...	100	68	42	255	552	3	0	7	
5	Tambor, ...	68	57	22	220	462	3	6	1	
6	Laharpur, ...	120	98	36	282	637	2	1	8	
7	Pantepur, ...	74	57	32	230	493	3	2	8	
8	Hargaon, ...	70	59	25	224	473	3	0	5	
9	Nimsár, ...	64	51	28	206	439	3	1	10	
10	Qutub Nagar, .	83	57	17	218	510	3	0	6	
11	Maharáj Nagar, ..	60	48	25	219	462	3	8	5	
12	Paraspur (4 branches),	253	170	82	219	974	1	2	1	
13	Begamganj, ...	69	43	30	114	335	2	5	2	
14	Baragaon, ...	59	51	21	180	410	3	1	8	
15	Sándi, ...	110	87	59	132	505	1	4	2	
16	Mahona, (1 branch) ..	138	109	59	120	716	0	14	1	
	Total 16 Schools with 6 branches,	1,543	1,169	568	3,004	8,090	2	0	9	

They thus contain 1,543 pupils, have an average attendance of 1,169, their fee collections amount to Rs. 568, their cost to Government is Rs. 3,004, and the average cost of educating each pupil is Rs. 2. The schools are managed entirely by the Educational Department, and share in the general departmental examinations. They use the Town Vernacular school curriculum, and the attainments of the pupils can be exactly known by comparing the following classification with the curriculum.

		Classification.							
		Extra class	I.	II.	III.	IV.	V.	VI.	Total.
16 Vernacular Middle Class Aided Schools.	1870-71 .	7	57	156	200	278	610	...	1,288
	1871-72 ...	9	96	147	202	341	306	439	1,543

The Hardui Aided Middle Class Vernacular Town Schools.

233. On the introduction of the new local rate the subscribers to Gopamow, Piháni, and Sándi, in the Hardui district, and to Mahona in the Lucknow district, withdrew their subscriptions. The fact was brought to the notice of the local rate Committee, who voted a small sum sufficient to maintain the schools. The grant-in-aid was then discontinued. All these places are towns of considerable population.

Sándi contains more than 11,000 inhabitants, Piháni has a population of more than 7,000, and Gopamow a population of about 6,000. The course pursued by the Local Committee seems to be in accordance

with the principle laid down in para. 5 of the Despatch of the Secretary of State for India, No. 8, dated 16th March 1864. For it is manifest that the rural cess could not bear the charge of Urban education, and it would not have been advisable to leave such important towns without the means of primary education. The Vernacular town school curriculum differs mainly from the Village School curriculum in requiring more Persian and a greater knowledge of mathematics from town school boys than from village school boys. All the Town Vernacular schools have primary departments, and in the North-Western-Provinces, town schools are classed amongst primary schools. This is mentioned, that it may not be supposed that we are affording to these large towns an expensive middle class education. What we do offer, as will be seen from the curriculum, is simply a plain Vernacular education suitable to an Urban population. In these towns it is necessary to have men of respectability, attainments, and force of character at the head of our schools, which otherwise would fall into contempt. It will be seen that not one of the four schools now under consideration has less than 76 pupils, and that 3 of the schools, those of Pihání, Sándi, and Mahona have more than 100 pupils. At Pihání the Head Master besides managing the boy's school, interests himself in the education of girls, ant it is owing very much to him that we have so many girls' schools in Pihání. I dont think it would be politic to reduce the grade of these schools and by discontinuing the more advanced books read in Persian, throw all the Mahomedan youths of these large towns into the arms of indigenous Múllas. The improvement at these four schools may be thus shewn.

Name of Institution.		Classification.								Remarks.
		Extra class.	I.	II.	III.	IV.	V.	VI.	Total.	
Gopamow, ...	1870-71	...	6	7	11	14	27	...	65	
	1871-72	...	4	11	7	8	46	...	76	
Pihání, ...	1870-71	...	4	13	18	27	50	...	112	
	1871-72	...	7	13	21	32	24	44	141	
Sándi, ...	1870-71	...	7	6	14	26	47	...	100	
	1871-72	...	9	8	14	30	22	27	110	
Mahona, ...	1870-71	...	8	14	20	20	74	...	136	
	1871-72	..	11	10	15	36	21	45	138	

The Lucknow Aided Vernacular Town School.

234. The Deputy Inspector, Lucknow, relates a singular piece of good fortune that happened to one of the Mahona students. Raghunandan, Inspector of Police, Faizabad "was in want of a bridegroom for his daughter." He met with a boy of this school, examined him, and was so much pleased with his answers, that he gave him the hand of his daughter and a dowry of Rs. 1,000. The lad is now reading at the Faizabad High School. Besides this "fortunate youth," nine boys of the 1st class obtained employment during the year.

The Gonda and Sitápur Vernacular Aided Town Schools.

235. The Paraspur school is in excellent order, and the school at Baragaon, supported by Mirza Abbas Beg Sahib, T'alukdár, has improved. For this school a house is now under construction and is nearly finished.

The T'alukdár promised a subscription of half the cost of the building and has paid half of his share of the cost. He has, too, very kindly interested himself in the construction of the building and has visited and reported upon the school on his estate.

SECTION VI. E.—Lower Class Aided Schools.

236. The statement is as follows :—

Years.	Schools.	Pupils.	Average attendance.	Total cost to Government.	Cost to Government of educating each pupil.			Remarks.
				Rs.	Rs.	As.	P.	
1870-71 ...	24	1,674	1,240	4,321	2	12	0	
1871-72 ...	7	392	315	839	2	1	0	

There would appear to have been a decrease in schools and scholars, but the decrease is only apparent. Last year many Aided schools of the Vernacular middle class were included amongst the Vernacular lower class schools. Five of the seven schools are managed by the Educational Department. They all save one exist in Kheri, and will in future appear as Village schools. For they receive aid from the rural cess, and were, in fact, opened as substitutes for Village schools, until the progress of the settlement should enable this department to commence Village school education in Kheri. The state of these five schools managed by this department may be thus shewn.

Schools.		Classification..					
		I.	II.	III.	IV.	V.	Total.
Five Vernacular Lower Class Aided Schools,	1870-71,	10	52	52	141	...	255
	1871-72,	16	35	55	58	149	313

The other two schools belong the one to the Anglican Church Mission, and the other to the American Mission at Pannahpúr, in the Kheri District.

At the latter school, the pupils consisting of boys, girls, and adults, have increased from 50 to 61, and the cost to Government of educating each pupil has increased from Rs. 4-13-6 to Rs. 5-7-3. The increase is owing to the fact that the grant is for the entire year. In the last returns the grant was for about eight months only.

The cost of educating each pupil is higher than it should be, and as this is but a Primary school, I think that according to the rules laid down by the Government in G. O. No. 64, dated 11th February 1871, only ⅓rd instead of ½ of the expenditure should be borne by Government.

As the total expenditure was Rs. 672, this would reduce the grant from Rs. 25 a month to about Rs. 18 monthly.

The Hazratganj Church Mission School contains only 18 pupils, and I have addressed the Rev. John Ellwood regarding a proposed reduction in the grant. It receives at present Rs. 6 a month, which ought to more than suffice for the entire maintenance of a Primary school containing but 18 pupils.

The Hazratganj Church Mission Lower Class School.

SECTION VI F.—Private Schools for Girls.

AIDED.

237. The usual statement follows :—

The Statistics of Private Schools for Girls (Aided.)

Years.		Schools.	Pupils.	Average attendance.	Total cost.	Cost to Government.	Cost of educating each pupil.	
							Total cost.	Cost to Government.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Middle Class, ...	1870-71,	1	71	53	11,005 7 11	2,880 0 0	155 0 1	40 9 0
Girls' Schools, ...	1871-72,	1	40	45	14,343 1 2	2,880 0 0	227 10 8	45 11 5
Lower Class, ...	1870-71,	15	316	257	6,522 8 0	2,427 12 0	19 15 2	7 6 9
Girls' Schools, ...	1871-72,	12	411	267	6,789 6 3	2,771 0 0	20 2 4	8 3 3

The Martiniere Middle Class School has suffered considerably. The pupils have decreased from 71 to 40 or by 31, but the average attendance has only decreased by eight. The cost to Government remains the same as in previous years, but the cost of educating each pupil has, owing to the decrease of the numbers enrolled, risen from 40 to 45 rupees. The school is intended for girls of European and Eurasian parentage. The decrease in the school was probably occasioned by an outbreak of cholera. Two or three of the pupils died, and one of the best of the teachers. The school was broken up and the pupils were sent to their homes. The school did not reassemble until the 1st of February, by which time Lucknow was free from cholera. The fee collections at this school have increased from Rs. 3,584 to Rs. 4,094.

The charge for boarders has been decreased from 20 to 16 rupees. I examined the school in October. The pupils acquitted themselves fairly. I thought then, and I think still, that Urdu should be taught. We now have native girls' schools springing up in all parts of Oudh, and a thoroughly competent Urdu scholar could readily obtain employment.

There is an entirely new and competent staff of teachers, and it is expected that the school will regain its popularity. The Honorary Secretary, the Revd. T. Moore reports, that all the out-offices have been carefully inspected and cleaned, and that the personal cleanliness of the children is now most satisfactory

The Lower Class Aided Schools for Girls,

238. Though the lower class aided schools for girls have decreased in numbers, yet the pupils have increased from 316 to 411. The cost of educating each pupil has slightly increased. But this increase is owing to the increased grant to the Zenána Mission Agency, and to a new grant of 30 Rs. monthly given to the American Mission Christian school managed by Miss Thoburn.

These grants are well bestowed.

Four of the twelve schools and Zenána Mission Agency belong to the Anglican Church Mission, and seven to the American Mission. The former Schools are managed by Miss Davidson, and will, I think, improve greatly under her inspection. I visited all of these at the close of the year, and after my inspection had the honor to submit to the Chief Commissioner proposals for the revision of the grants. This revision will reduce the cost.

The American Mission primary Schools for Girls,

(239). Upon the seven American Mission Schools for girls the Revd. J. H. Messmore reports as follows :—

"There were eight girls' schools in progress at the beginning of the year. The one "pice school has been discontinued. There are now three Zenána schools, three Bazár "schools, and a Christian school, which receive aid from Government. These number in "all 175 pupils."

"The Christian school has more than doubled its numbers since April 1871, having "now sixty names enrolled. A Boarding Department has been added, which has received "such encouraging patronage, that a new building is being erected for its accommodation. "It is our wish in this school to furnish a higher grade of instruction than that generally "thought sufficient for native girls, and we hope to lessen the prejudice against female "education by showing the superiority of thoroughly educated women, and demonstrating "practically that they can use such advantages wisely and safely."

"We have been much pleased in two or three instances to see a disposition among "non-Christian natives to send their daughters to this school"

"In the Zenana schools there has been little change during the year. The classes "have made some progress, but the number in attendance is about the same."

"In the Bazár schools which are attended chiefly by Hindús of the poorer classes, "the girls seldom advance further than learning to read, as early marriages and the necessity "of daily labour, prevent a long continuance in school. But even when they remain so short "a time, we see a change for the better in the girls, that leads us to consider the Bazár "schools' agencies for good, and equally important with the Zenana schools which require "twice the expenditure."

"A year ago, our Zenana work had been almost entirely discontinued, but we now "give regular instruction in eighteen families, and could enlarge this part of our work if we "had sufficient help. The progress of those receiving instruction has been very satis-"factory."

The Christian Aided school is the only one of those American Mission schools that I have seen. It is the best of all the Lower Class Aided girls' schools in Lucknow.

240. This Zenána Agency is now managed by Miss A. Hamilton and Miss Keene. Miss Hamilton who formerly had charge of the agency went to England during the year under review, and was succeeded by her sister. Before going to England she proposed to extend the Zenána Mission to the ladies of Mahomedan gentlemen. She accordingly invited a very competent Mahomedan lady from Murshidabad, and appointed an additional teacher. On their arrival the grant was increased from Rs. 30 to Rs. 70.

The Anglican Church Zenána Mission Agency.

There are now 140 pupils belonging to this Zenána Agency. Last year there were but 52. The fee collections for 1870-71 were returned as nil. This year 214 rupees are entered as fee collections. The cost to Government of educating each pupil has increased from Rs. 8-10 to Rs. 11. In 1870-71 there were only seven Mahomedan ladies under instruction, now there are 82. Then none read Urdú, now 73 read Urdú. The 140 pupils belong to 90 families. Fifty-five are Mahomedan families, and 35 are Hindu families. Ten families admitting the visits of the Zenána Agency, are those of Nawabs and T'alukdárs, 33 families are those of Government servants, and 12 families are those of professional men. I do not know what progress has been made by the ladies in their studies. But even if but little progress has been made, it is perhaps wise to encourage the visits of English ladies to the families of the natives of India. At present there is no social intercourse between European and native ladies, and there does not seem much probability of inducing such intercourse save through such agencies as the Zenána Mission. The small outlay from the public funds does not seem unwisely spent, and the mere fact of 90 families opening their doors to such visits, and paying as fees, Rs. 214, seems to show that the Agency is not unpopular.

SECTION VI. G.

241. Under this head occurs one Middle Class Anglo-Vernacular School, supported entirely by Rájah Uday Pratábsingha, T'alukdár of Bhingá. This School, at the request of the Rájah, is under departmental inspection, and shares in the departmental examinations. I visited it in January, and was pleased with its condition. On my visit I found 49 pupils present out of 75 enrolled. Fifty belonged to the English department, and 25 to the Hindí department. The place of assembly, a large bungalow, was excellent. But the Rajah was building a new school house. After my examination of all the classes, I was glad to be able to record that the masters seemed to have been industrious, and that the school, was a credit to its supporter. The school at present is of the status of an Anglo-Venacular middle class school. It uses the same curriculum. Only there is a separate Hindí primary department. The pupils have increased

Private Schools Unaided.

The Bhingá School.

from 68 to 73, but the average daily attendance is less than last year. There was a great deal of fever at the commencement of the cold weather. This being a private unaided school, maintained by the Rajah for his tenants, no fees are taken.

Lower Class unaided schools for boys.

242. The remaining schools are all of the lower class. They are divided into two heads, firstly, those that are arranged according to the village school curriculum, and whose returns are regularly furnished to this department, and secondly those that are simply known as indigenous schools, whose teachers furnish no returns, and who do not classify their pupils according to any system. There are 17 schools that belong to the former division. Their statistics are as follows :—

Years	Schools.	Pupils.	Average attendance	Total cost.	Cost of educating each pupil.	Remarks.
				Rs. As. P.	Rs. As. P.	
1870-71	18	486	344	2,107 7 6	4 6 8	
1871-72	17	830	561	2,258 10 8	3 0 7	

The schools have decreased from 18 to 17, but the pupils have increased from 486 to 830, and the average attendance from 344 to 561. Ten of the schools belong to the Mahárájah of Balrampur, and are inspected by the Head Master of the Aided High School and his assistants. They are situated at the Thaná or Tahsíl stations in the estates of His Highness, and are managed by the Thanadár or Tahsíldár. The Head Master of the High School reports that the Mahárájah himself, visits these schools when on tour.

Five of the remaining seven schools are in zil'a Kheri. They are, in fact, Aided Village Schools, as they receive help from the rural cess. They will be included next year amongst village schools.

The school of the XIII Bengal Lancers.

The remaining two are in Lucknow, one being a private Hindú school, and the other a regimental school belonging to the XIII Bengal Lancers. This school has been inspected frequently both by myself and the Deputy Inspector. The Officers of the Regiment take a great interest in its welfare, and the school is efficiently conducted on very small means. During the year I received instructions to bring all regimental schools attached to Native Regiments under inspection. But no orders seem to have been issued from the Adjutant General's Office on the subject. Nor, so far as I am aware, is there any Superintendent of schools attached to Native Regiments. The correspondence will be found in Appendix I.

243. The returns of these schools may be thus massed. Indigenous schools.

District.		Schools.	Pupils.	Number per school.	Remarks.
Lucknow, ..	1870-71.	84	915	10	
	1871-72.	103	1,210	12 nearly.	
Bára Banki, ..	1870-71.	74	649	8	
	1871-72.	81	622	8 nearly.	
Unáo, ..	1870-71.	65	542	8	
	1871-72.	55	492	9	
Sítápur, ..	1870-71.	72	412	5	
	1871-72.	73	386	5	
Hardui, ..	1870-71.	66	515	7	
	1871-72.	52	373	7	
Kheri, ..	1870-71.	13	61	5 nearly.	
	1871-72.	15	82	6 nearly.	
Faizabad, ..	1870-71.	37	383	10	
	1871-72.	53	419	8	
Gonda, ..	1870-71.	...	...	...	No returns.
	1871-72.	7	65	9	
Bharaich, ..	1870-71.	8	198	24	
	1871-72.	18	273	15	
Rái Barelí, ..	1870-71.	30	200	7	
	1871-72.	56	315	6 nearly.	
Sultánpur, ..	1870-71.	5	58	12 nearly.	
	1871-72.	20	141	7	
Pratábgarh, ..	1870-71.	53	324	6	
	1871-72.	35	226	7	
Total, ..	1870-71.	507	4,257	8	
	1871-72.	568	4,604	8	

Of the 4,604 pupils, 507 learn Sanscrit, 189 Arabic, 2,262 Persian, and 1,465 Hindí. There are no private unaided venture schools for instruction in English. In Bombay such schools exist, some of them having more than 100 pupils and matriculating students at the Bombay University every year. The number of Mahomedans at indigenous schools is 1,482, and the number of Hindús is 3,122.

244. Last year the Deputy Inspector registered 84 indigenous schools with 915 pupils. Now he has registered 16 for the district, and 87 for the city. All schools having less than five scholars have been excluded. As a rule, wherever a good Government school exists, indigenous schools disappear. Thus, Mahona once had three or four but now there are none, nor are there any at Malihabad. In Amethí there are three. 1,210 pupils attend the 103 indigenous schools, of whom 290 are Indigenous schools, Lucknow.

Mahomedans. The Hindú boys learn Kaithí and Mahajaní, and the Mahomedans to recite the Korán. 651 boys learn Hindí, and 486 Persian.

Bára Bankí.

245. Here we have an increase in the number of indigenous schools registered by the Deputy Inspector, but the attendance has decreased. This decrease is owing to sickness, and to the unusually heavy rains, which laid whole villages in ruins. The scholars were summoned from the indigenous schools to assist their parents in repairing their houses.

Sítápur.

246. The Deputy Inspector visited 72 indigenous schools during the year. 31 visits to indigenous schools were also paid by village and town school masters. The Qútubnágar and Ramgarh branch school masters are reported to have been particularly active in visiting indigenous schools. In this district, 24 indigenous masters are now employed as assistant masters in Government schools, and six indigenous masters have been sent to the Normal school for training. One of the best village schools in Sítápur is taught by a late indigenous school master, recently trained at the Normal School, Lucknow. The Deputy Inspector, Sítápur, takes a very intelligent interest in the indigenous schools scattered over the district. He appends to his report a statement shewing the state of the indigenous schools inspected by him, and by village and other school masters.

Name of District.	Number of schools inspected during the year by the			Number of pupils who attend, as stated by the teachers at the Inspection of			Number of pupils who were found present at the inspection of			Number of pupils who were found fairly proficient in reading and writing at the visits of			Number of pupils who were found quite unable to read and write at the inspection of			Remarks.
	Deputy Inspector.	Town and village school masters.	Total.	Deputy Inspector.	Town and village school masters.	Total.	Deputy Inspector.	Town and village school masters.	Total.	Deputy Inspector.	Town and village school masters.	Total.	Deputy Inspector.	Town and village school masters.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Sítapur, ...	73	31	104	517	111	628	386	109	495	98	33	131	288	76	364	

I think the Deputy Inspector deserves commendation for his attention to these the indigenous schools of the country.

Hardui.

247. There are 52 registered indigenous schools in this district. The increase of pupils in Government schools is said to cause a decrease of pupils in the indigenous schools. The Deputy Inspector of Schools says, that a boy taught at an indigenous school often consumes eight years in learning to read and write simple words.

Kheri.

248. The Deputy Inspector in his report makes no special mention of the indigenous schools. He has been only recently appointed, and will not, I am afraid, make a good Inspector.

249. In this district too, the Deputy Inspector makes no mention of the indigenous schools. In other respects also, the Deputy Inspector is remiss in the performance of his duties. Unáo.

250. The Deputy Inspector laments that his absence from Pratábgarh during a portion of the year has rendered him unable to collect so much information regarding indigenous schools as he hoped to have done. He visited but four indigenous schools during the year. He thinks, that perhaps indigenous masters in his district would use a register of attendance if one were presented, and would send returns. Pratábgarh.

251. The Deputy Inspector reports that he visited eight indigenous schools during the year. In five of these schools only Persian was taught, and in three Urdú and Persian. Two indigenous school masters were sent to the Normal School during the year under review. One of the indigenous schools, is said to be supported by the Rájah of Deyrah. Sultánpur.

252. Here the Deputy Inspector visited during the year seven of the 56 indigenous schools. One of the schools at his suggestion, introduced an Urdú letter writer, as a text book. It is used by little boys in Government Schools. Rái Barelí.

253. The Deputy Inspector remarks, that there has been no real increase in the number of schools, but additional inquiries have led to the registration of additional schools. No precise idea seems to have been held, as to what should be termed a school. Possibly some of the so-called schools merely consist of one or two pupils under private and perhaps gratuitous instruction. I do not know that a collection of less than five students should be called a school. Faizabad.

254. Amongst the indigenous schools the Deputy Inspector has included a Vernacular Unaided Mission school with 46 boys. In Bharaich itself, is one large Kaithí school, containing 95 pupils. The master of this large school has promised to keep an admission and attendance register. Prizes are occasionally given to his pupils by the Deputy Inspector. Bharaich.

255. The Deputy Inspector has, as at Kheri, lately taken up his appointment in this district. He only returns seven indigenous schools, six of which are in Gonda itself. I think that perhaps this Deputy Inspector, and indeed all others, might inquire through the various school masters scattered over the country regarding indigenous schools. I would remark, however, that, so far as I have been able to learn, and I have travelled over the greater part of Oudh, and visited 48 out of the 57 towns, though there may be very many groups of boys of the same family under private instruction, yet that there are but few large indigenous schools, whose masters are supported from payments made by the scholars. This inquiry regarding indigenous schools has certainly been productive of good, and many Deputy Inspectors have been able to send in indigenous masters for training. Gonda.

Indigenous Masters trained to open Government primary schools.

As already mentioned, 51 indigenous masters completed therir course at the Normal School last year, and receiving certificates were sent out to various schools, so also there are now twenty-three such masters under training.

SECTION VII.—Scholarships.

Scholarships for Village Schools, Vernacular Town Schools, Middle Class Anglo-Vernacular and High Schools, and College Scholarships.

256. In the review of the Educational Report of 1869-70, it was remarked that a fair but fixed proportion of the grant for scholarships should be allotted to each class of institution, and in the report for last year I mentioned, that, I had in accordance with the principles laid down in the Educational Despatch of 1854, introduced a tentative system of scholarships, tenable by village school boys at a middle class school, or at a middle class department of a High School. During the past year the whole scholarship arrangements were reviewed by the Chief Commissioner, and the following proposals were sanctioned.

For primary village schools,	...	Rs. 4,354,	Annually, being
For Vernacular Town schools,	...	„ 1,884,	about 3 per cent
For middle class Anglo-Vernacular and High Schools	...	„ 3,900,	of the rural cess collections.
For College Education ...	...	„ 3,840,	
Total,	...	„ 13,978,	

The village school scholarships are of the value of two or three rupees monthly. They are given after examination to those who pass most successfully. No pupil obtains a scholarship who does not pass in each subject of examination, and obtain at least one-third marks of the whole number allotted. With this restriction, the scholarships are given to the best boys. The pupils who succeed, obtain very much more than the percentage fixed upon. No boy is allowed to compete who has not attended a village school for two years, and who is not under 16 years of age. This limit of age was selected, as the pupils may, if they choose, hold their scholarships at a Town Vernacular School, and although 15 or 16 would be an age at which English could not, perhaps, be commenced with advantage, yet a boy of that age could very well prosecute his Vernacular and classical studies at a more advanced school. Only pupils who have reached the 1st class of our village schools, can compete for these scholarships. There are now 2,461 such first class pupils in Oudh.

Town vernacular school scholarships are bestowed upon those pupils of the 1st, and additional classes who do best at the annual departmental written examinations of their schools. There are now 320 boys who may compete. The value of each scholarship will be of from Rs. 2 to Rs. 3. The higher or lower rate will be given in consideration of the merits of the boy, his circumstances, and the distance he must go to attend at a vernacular middle class school, to which an additional class has been attached. Additional classes are attached only to those schools

where the teaching staff is strong. At present there are additional classes at only six vernacular schools in Oudh. All vernacular schools, whether aided or indigenous, may send a pupil to compete. These scholarships will not be given to allow a boy to commence an English education at a late period of life, but will be tenable at a middle class vernacular school, until such time as the student shall have had an apportunity of presenting himself for examination under the rules laid down by the University for middle class vernacular students.

The middle class and High School scholarships are all tenable at a High School, and are re-distributed every year. They are held, subject to annual examinations, until the pupil passes the Entrance Examination. There are now 797 boys eligible for High School scholarships. These scholarships are of the value of from Rs. 2 to Rs. 5 The amount is settled according to class, merit, and the distance from his home, that the pupil has to go to continue his studies at a High School. Strangers as they are called, receive higher scholarships than boys whose parents happen to reside in a town where a High School happens to be located. In this country, people have not yet learned to choose their abode with reference to the means of education that a town may afford.

College scholarships can only be held by pupils who have passed the Entrance Examination in the 1st and 2nd classes. They are of the following value :—

		Strangers.		Residents of Lucknow.	
		1st Division.	2nd Division.	1st Division.	2nd Division.
F. A.	1st year, ...	Rs. 8	Rs. 6	Rs. 6	Rs. 5
„	2nd year, ...	„ 8	„ 7	„ 7	„ 6
B. A.	1st year, ...	„ 10	..	„ 10	..
„	2nd „	„ 10	..	„ 10	..
M. A.	„ „	„ 15	..	„ 15	..

The present distribution of College, High, middle class, and village school scholarships is as follows.

Name of Institution.	Number of Competitors.	Number of Scholarships awarded.	Aggregate monthly value.	Remarks.
COLLEGE SCHOLARSHIPS.				
College Scholarships, ...	68	43	306 0 0	
Total, ...	68	43	306 0 0	

Name of Institution.	Number of Competitors.	Number of Scholarships awarded.	Aggregate monthly value.	Remarks
Middle Class Anglo-Vernacular and High School Scholarships.				
Bára Banki High School, ...	30	19	59 0 0	
Darriabád Anglo-Vernacular Town School, ...	6	4	10 0 0	
Rúdauli ditto ditto, ...	4	...	...	
Ramnagar ditto ditto, ...	5	...	...	
Haidargarh ditto ditto, ...	6	1	2 8 0	
Unáo High School, ...	28	10	32 8 0	
Púrwa Anglo-Vernacular Town School, ...	10	3	7 8 0	
Sítápur High School, ...	29	1	2 0 0	
Biswán Anglo-Vernacular Town School, ...	11	...	...	
Hardui High School, ...	37	23	72 0 0	
Sháhabad Anglo-Vernacular Town School, ...	10	...	...	
Bilgrám ditto ditto, ...	9	2	5 0 0	
Sandila ditto ditto, ...	12	1	2 8 0	
Lakhimpur High School, ...	21	6	19 0 0	
Muhammadi Anglo-Vernacular Town School, ...	14	1	2 8 0	
Golágokarn ditto ditto, ...	5	...	...	
Faizabad High School, ...	82	13	40 0 0	
Akbarpur Anglo-Vernacular Town School, ...	8	2	5 0 0	
Tánda ditto ditto, ...	5	1	2 8 0	
Bharaich High School, ...	25	..	...	
Gonda ditto, ...	32	8	24 0 0	
Atraula Anglo-Vernacular Town School, ...	6	2	5 0 0	
Nawábganj ditto ditto, ...	6	...	...	
Colonelganj ditto ditto, ...	9	3	7 8 0	
Rái Bareli High School, ...	31	4	13 0 0	
Jais Anglo-Vernacular Town School, ...	10	1	2 8 0	
Inhona ditto ditto, ...	8	...	...	
Sultánpur High School, ...	26	17	44 0 0	
Pratábgarh ditto, ...	8	1	2 0 0	
Balrámpur Aided Anglo-Vernacular School, ...	11	7	18 0 0	
Fatahpur Aided School, ...	6	1	2 8 0	
Mahmudabad ditto, ...	4	...	...	
Malláwan ditto, ...	8	...	...	
Ajdubya ditto, ...	10	1	2 8 0	
American Mission School Husainabad, ...	3	...	...	
La-Martiniere College. Native Department, ...	7	...	...	
Church Mission School, Rájah ka Bazár, ...	9	1	2 0 0	
Total, ...	551	133	385 0 0	
Vernacular School Scholarships.				
Chouk Vernacular Town School in Zil'a Lucknow, ...	21	6	13 0 0	
Amethí ditto ditto ditto, ...	10	...	...	
Malihabád ditto ditto ditto, ...	6	2	3 8 0	
Mohanlalganj Aided School ditto ditto, ...	5	...	...	
Mahona Aided School, ...	8	...	...	
Kakori ditto, ...	8	2	4 0 0	
Tambor Aided School, Zil'a Sítápur, ...	10	3	9 0 0	
Bári Vernacular Town School, Zil'a Sítápur, ...	9	1	2 0 0	
Misrikh ditto ditto ditto, ...	7	...	...	
Hargaon Aided School, Zil'a Sítápur, ...	4	...	...	
Máhárájnagar Aided ditto, ...	7	...	...	
Paintepur Aided ditto, ...	6	2	4 0 0	
Bíhar Vernacular Town School, Zil'a Pratábgarh, ...	5	...	...	
Patti ditto ditto ditto, ...	21	...	...	
Mánikpur Aided ditto ditto, ...	3	2	4 0 0	
Jalálpur Vernacular Town School, Zil'a Faizabad, ...	6	...	...	
Jagdispur ditto ditto Sultánpur, ...	6	...	...	
Pihání Aided School, Zil'a Hardui, ...	3	3	6 0 0	
Gopamow ditto ditto, ...	3	...	...	
Sándi ditto ditto, ...	6	...	...	
Bhagwantnagar Vernacular Town School, Zil'a Unáo,	5	...	...	
Saffipur ditto ditto ditto, ...	2	...	...	
Bíhar ditto ditto ditto, ...	4	2	4 0 0	
Chamrouli ditto ditto ditto, ...	6	...	...	
Muradabad Aided School, Zil'a Unáo, ...	5	...	...	
Nawábganj Vernacular Town School, Zil'a Unáo, ...	5	1	2 0 0	
Morawán Aided School, Zil'a Unáo, ...	3	3	6 0 0	
Bethar ditto ditto, ...	7	...	...	
Kursi Vernacular Town School, Zil'a Bára Banki, ...	6	...	...	
Nanpara ditto ditto Bharaich, ...	2	...	...	
Paraspur Aided School, Zill'a Gonda, ...	6	3	6 0 0	
Total, ...	205	30	63 8 0	

Name of Institution.	Number of Competitors.	Number of Scholarships awarded	Aggregate monthly value.	Remarks.
Village School Scholarships.				
Lucknow, ...	41	3	9 0 0	
Bára Banki, ...	65	16	40 0 0	
Unáo, ...	75	12	30 0 0	
Sítápur, ...	39	12	30 0 0	
Hardui, ...	45	16	40 0 0	
Kheri, ...	12	7	17 0 0	
Faizabad, ...	100	5	13 0 0	
Gonda, ...	...	..	..	
Bharaich, ...	15	6	17 0 0	
Rái Bareli, ...	101	5	11 0 0	
Sultánpur, ...	41	12	30 0 0	
Pratábgarh, ...	70	8	19 0 0	
Total, ...	607	102	256 0 0	
Grand Total, ...	1,431	308	1,010 8 0	

A few of the scholarships granted have ceased to be drawn, their holders having left College or School.

SECTION VIII.—Employment of pupils in the Public Service.

257. The Secretary of State for India in his Despatch, No. 6, dated 16th March 1864, remarks.

Remarks of the Secretary of State for India, in his Despatch No. 6, dated the 16th March 1864.

Question of exacting an educational test from all candidates for public employment,

"I observe, that it is stated, in the Government letter of the 7th "October 1862, that the question of making an "educational test compulsory on candidates for pub- "lic employment is under consideration. This "question is one of great importance with reference "on the one hand, to the efficiency of the public service, and, on the "other, to the interests of those who may avail themselves of the oppor- "tunities afforded them by Government of obtaining a sound and use- "ful education, whether up to the higher standard of attainment em- "braced in the University course, or to those various lower standards "reached by the several classes of schools throughout the country. Her "Majesty's Government have never hesitated to express their desire "that, so far as can be done consistently with the due responsibility of "administrative officers, for the selection of individuals for subordinate "appointments, the reasonable expectations of those who have gone "through a course of education of the kind promoted and approved by "the Government should not be disappointed."

There is at present in Oudh no compulsory educational test for candidates for public employment. But every year lists of passed students are published, and officers are advised to select men from such lists for employment. The Inspector General of Police has recently been good enough to give 40 appointments annually to passed students of our Vernacular primary and middle class schools who may wish for employment in the police, and whose physique and constitution are good. On the

whole perhaps, in Oudh, students at Government schools receive their fair share of posts in the public service. And I look forward to the time when our Oudh educated students shall be as common all over Central India, the Deccan, and Upper India as are now the Bengalies. Recently I sent three men educated in Oudh for educational appointments in the Berars, on salaries varying from 80 to 150 Rs., and, I believe, they are all doing well. So also in Bengal, and in the Central Provinces, are gentlemen, natives of Oudh, serving either as Tahsíldárs or Extra Assistant Commissioners or Deputy Collectors and Magistrates. I believe that during the past year the Chief Commissioner was pleased to inquire regarding the character and ability of students from Oudh Government Schools, who had obtained employment, and that the results were favourable.

My returns regarding the employment of scholars in the public service are very incomplete, some of the reports contain full information, whilst others say nothing on the subject. But so far as I can learn, the following students obtained employment in the public service.

	Number.		
From Canning College English Department,	17	Pay from	Rs. 15 to Rs. 150
„ Oriental „	9	„	„ 5 to „ 30
High Schools, ...	50	„	„ 6 to „ 40
From Middle Class Anglo-Vernacular Schools,	24	„	„ 2-8 to „ 40
„ Town Schools, ...	109	„	„ 2 to „ 15
„ Village Schools, ...	67	„	Not known.

The village school statement of boys who obtained employment is the most meagre. Only the Deputy Inspector, Lucknow, returns these 67 pupils. The other Deputy Inspectors say nothing. Next year the statistics will be less incomplete. On the whole, 276 scholars are known to have obtained employment on stipends varying from Rs. 2 to Rs. 150.

SECTION IX.—The English Language in Indian Education.

English Language in Indian Education.

258. The total number of boys learning English in the whole of Oudh, omitting the Martiniere scholars, may be thus shewn for the last eight years,

Years.	Number of pupils learning English at the end of year.
1864-65.	2,171
1865-66.	2,759
1866-67.	3,577
1867-68.	3,851
1868-69.	4,221
1869-70.	4,314
1870-71.	4,390
1871-72.	4,148

There would seem to have been a decrease. The decrease is not at Government schools, as appears from the following comparative statement.

	Comparative statement shewing the number of boys studying different languages at close of 1870 71 and 1871-72, for Government schools only					
	English.	Urdu.	Hindí.	Persian.	Sanscrit.	Arabic.
Government Schools, 1870 71,	1,699	17,009	16,836	4,924	123	141
Government Schools, 1871-72,	2,471	25,586	18,977	6,118	233	171

In Government schools the number of English learners has increased, though the new curriculum, which provided that no boy should learn English until he had finished the 2nd Vernacular book, could write his mother tongue from dictation, and had mastered the first four simple rules of arithmetic, came into force last September. This curriculum postponed the study of English for six months.

THE BOOK DEPARTMENT.—Section X.

The Book Department.

259. This department owing to the enterprise of Múnshí Nawal Kishor is exceedingly well managed at very trifling cost. For the supply of Vernacular books there is one Central Depôt, and twelve district Depôts. The Central Depôt is entirely managed by Múnshí Nawal Kishor, who prints all educational works, and keeps a supply for sale to the District Depôts. Each District Vernacular Depôt is managed by the Deputy Inspector, who receives a commission of two annas in the rupee for books actually sold, but nothing for books supplied gratis and given as prizes. As the District Vernacular Depôts exist chiefly for the supply of books to Primary Rural Schools, a sum is entered in the cess budget every year for the purchase of books. The sum so entered in 1871-72 was Rs. 9,600. This was insufficient, and was increased by Rs. 2,300. The sum entered in the budget for 1872-73 is Rs. 10,000. As the books are sold, their sale proceeds are re-credited to the cess.

The price of the books is fixed by the Director of Public Instruction in consultation with Múnshí Nawal Kishor. The lithographic and printing charges obtaining at Bombay, Allahabad and Lahore are known, and the price is fixed at a lower rate than any that rule there. In fact, Múnshí Nawal Kishor's works are marvels of cheapness, and care is taken that all educational works should be correctly and clearly lithographed. Any loss obtaining from unsaleable stock in consequence of changes in the text books used in Government Schools, falls on Múnshí Nawal Kishor, and not on the public funds as in other Provinces. Besides these district Vernacular Depôts for the supply of Vernacular books to primary schools, and in addition to the Vernacular Central Depôt managed by Múnshí Nawal Kishor, there is also a Central Depôt for the supply of English books attached to the office of the Director of Public Instruction. To this Central Depôt belong twelve district ancillary depôts, one in each Zil'a. These district depôts are, save in Lucknow, managed by the Head Masters of Zil'a Schools. In Lucknow, the English branch depôt, is managed by Múnshí Nawal Kishor. There is

a sum in my provincial budget of Rs. 8,740 for the purchase of books, and of Rs. 3,000 for the encouragement of Vernacular literature. From these amounts books are purchased, and authors are rewarded. As the books are sold, their price is re-credited to the provincial funds in the Treasury. The book depôt transactions for the year under review are thus tabulated :—

Articles.	Purchased during the year.		Supplied to Schools gratis during the year.				Sales effected during the year.	
			For School use.		For prizes.			
	No.	Value.	No.	Value.	No.	Value.	No.	Value.
		Rs. As. P.		Rs. As. P.		Rs. As. P		Rs. As. P.
Books. English, ...	5,825	3,949 7 9	251	997 11 0	413	518 10 6	6,996	2,956 1 0
Books. Vernacular,...	73,830	13,008 8 0	758	746 9 9	161	81 1 3	60,835	9,054 13 2
Maps. English, ...	65	402 11 0	33	198 0 0	...	...	2	12 0 0
Maps. Vernacular,...	152	138 6 10	40	124 8 0	...	...	504	796 0 0
Slates and pencils, ...	2,056	420 15 6	170	77 0 6	31	12 2 0	3,941	465 8 11
Globe.	...	...	1	3 0 0	..	...	...	...
	81,928	17,920 1 1	1,253	2,146 13 3	605	641 13 9	72,278	13,284 7 1
Imperial, ...	...	7,640 1 11	...	2,146 13 3	...	641 13 9	..	6,036 5 9
Cess, ...	...	10,279 15 2	...	...	...	...	...	7,248 1 4

It will be seen that the value of books purchased amounted to Rs. 17,920, and that more than Rs. 10,000 worth of these books were for Vernacular and mostly primary schools. The sales effected amounted to Rs. 13,284. There has thus been increased activity in the purchase and sale of books during the year.

My annual indent for English books is now under preparation, and will be sent through the usual channel to the Secretary of State. The account is given in the usual form, but it does not include all the books purchased, but only such as were purchased from the Book Depôt Fund. In addition we have certain Prize Funds both for primary schools, and for Middle Class and High Schools. The prizes are often books. They do not appear in this statement. The prizes that appear in this account were given in addition to the prizes debited to the Prize Funds. The Vernacular books so given are chiefly from those books that were purchased from the fund for the promotion of Vernacular literature. The Book Depôt Curator, has been told, in future to return all the books purchased on whatever account, and to enter all the books distributed whether by sale or otherwise.

If a reference be made to the last year's account, it will be seen that Rs. 732 were entered against the cess as given in prizes. But these Rs. 732 formed no part of the Book Depôt accounts. They were paid from the primary School Prize Fund. Again, in the same account the cost of

books met from the Provincial Service Prize Fund found no place. So the account was incomplete and not framed on one uniform plan.

This year I have, therefore, omitted all books paid for from the Prize Funds. Next year all books paid for from whatever sources will be entered. If the accounts this year are given as in former years, then a sum of Rs. 948, should be entered opposite to Vernacular books and under the head "Cess," as books given in prizes and debitable to the primary Village School Prize Fund.

The increased sale of books from Rs. 10,184 to Rs. 13,284 is favourable.

The Central Vernacular Book Depot.

Múnshí Nawal Kishor opened his Book Depôt and Printing Establishment in 1858, when General Abbott was Commissioner of Lucknow, and Sir R. Montgomery was Chief Commissioner. There are now attached to this establishment ancillary Depôts at Cawnpúr, Delhi, Patna, and Bombay.

The Lucknow and Cawnpore Depôts, are frequented by Merchants from Bukhárá and Afghánistán. These men come down with merchandize, and having sold it, take back with them a good number of books.

Múnshí Nawal Kishor thinks that at least half the books imported into Bukhara and Afghánistán are from his press. The books that find the most ready sale are religious works in Arabic and Persian. During the past year the book trade with the Provinces to the North-West of India has not been good. The Bukhárá and Afghán Merchants did not sell their stock of exported goods either well or speedily, and so were unable to purchase books to take back with them.

The Patna Branch.

The Patna Branch is frequented by traders from Chittagong, Purneah, and Dacca. Arabic works and religious books are but little bought by persons from Eastern Bengal. But Urdú books, especially new works, find a ready sale.

The Educational Department of Behár, is also said to purchase a good many of the Oudh School Books.

The Bombay Depot.

To this Depôt resort traders from Persia, Muscat, Baghdád, and Arabia. The Kurán meets with a ready sale. Merchants from Java in May and June 1871, are said to have bought large numbers of the Kurán. Múnshí Nawal Kishor had an interview with the Persian envoy at Bombay in 1871, and hopes through his influence to open a trade with Persia. Dictionaries are in request. There is some trade also with Leipsig and with London, through Messrs. Trubner and Co. 20,000 copies of the Kurán are reported to have been sold during the year. Before the war with France and Prussia, a few books were occasionally purchased by French gentlemen, with whom Múnshí Nawal Kishor corresponded.

General Remarks.

The value of the books and paper bought during the year amounted to Rs. 2,27,184, and the value of the books and paper sold was Rs. 2,38,302.

These returns are furnished by the Proprietor. He further remarks, that books written in Urdú meet with a ready sale in all parts of India, and that Urdú is becoming more and more the current Indian language.

The paper for printing purposes is purchased from England, Rs. 1,40,000 worth of such paper was bought from England. Nágrí Books save the Rámáyana and Prém Ságar do not meet with a very ready sale. 1,00,787 copies of educational works are said to have been sold to the various Educational Departments. The return from the Deputy Inspectors shows that 73,830 were purchased in Oudh, of which 60,835 were bought and paid for by students and Schoolmasters. Múnshí Nawal Kishor further remarks that the Urdú anthology published by the Oudh Educational Department, "is very popular." A new book called "School Phrases" published in Urdú and English has "obtained a general sale" and a new Urdú Second Reader the Proprietor thinks will be in demand and be "generally liked." The new books translated by the Press during the year were—

(1.) Qánún Sheíkh, a medical work in 5 volumes.

The treatment advocated is that known as the Grecian system. The original Arabic work is by Avicenna, who is commonly known as Sheikh-ur-rais," or simply "Sheikh."

(2.) Iláj-úl-amráz.

This is a book on medicine in royal octavo 650 pages.

(3.) Zakhírai-Khwarizm Sháhí, a voluminous medical work in seven volumes. Six volumes have been printed.

(4.) Tawáríkh Tibrí, or History of the World, translated from the Persian, but originally written in Arabic. It is still unfinished.

(5.) An Urdú version of Sir H. M. Elliott's History of India as told by Mahomedan Historians, not yet finished.

(6.) A translation of Tod's Rájasthán.

(7.) Tawárikh Abdul Qádir Badaoní. This is a history of Akbar's reign translated from the Persian.

(8.) Fatáwá 'Alamgírí, a religious work written in the time of Aurangzeb. Two volumes have been translated.

(9.) Hidáyah Sharah Waqayáh, this is a translation from the Arabic. It is a religious work.

(10.) Yog Bashistá, an Urdú translation from the Sanscrit.

(11.) Srimath Bhágwat, translated into Urdú and Nágrí.

(12.) The Manú Smrití, translated from the Sanscrit.

The books published under the direction of the Educational Department are:—

(1.) An Urdú Second Reader.

(2.) A book for cultivators, by Syud Ghulám Haidar, Extra Assistant Commissioner.

(3.) A translation of Collier's History of Great Britain, by Maulaví Abul Hasan.

(4.) A School Phrase book in English and Urdú.

(5.) A new edition of the first four books of Euclid, translated from Mr. Hamblin Smith's work, accepted by the University of Cambridge, by Maulaví Abul Hasan. In this Euclid an abbreviated notation has been made use of, and there are copious and progressive exercises. The book is in the Press, and has been circulated to other Educational Departments.

(6.) A Hindí version of the Geography of Oudh.

(7.) A small map of Oudh in Urdú, prepared from the map issued with the Census Report.

(8.) An Urdú Grammar. This has been re-written and criticised. After another revision to be made by some of the best Urdú Scholars in Oudh and the Arabic Professor, Canning College, it will be circulated amongst other Educational Departments in India, and published if approved.

(9). The History of India used in Schools in Oudh. This has been partly re-written and revised by Munshí Muhammad Husain, the Deputy Inspector of Pratábgarh, and the chapter on the Mutinies has been entirely re-written by Maulaví Abúl Hasan.

Other works have been commenced, more especially a short course of Natural Philosophy. The publication of this book has been delayed owing to the ill health of Professor Syud Husain, of Canning College.

The Departmental Newspaper has been much increased in size. It still continues popular. It is now paid for, and not distributed gratis as before.

In Literary work I have been greatly assisted by Maulaví Abúl Hasan of my office, by Professor Syud Husain, by Munshí Durgá Prasáda, Inspector of Schools, by Pandit Sheo Narayaná, Deputy Inspector of Schools, Lucknow, and by Munshí Muhammad Husain of Pratábgarh. The Head Master of Chowk School and the Head Master of Mahona, himself an admired poet, have also given assistance, and Syud Ghulám Haidar Extra Assistant Commissioner of Kheri, continues to write interesting and instructive works.

There are about 40 other books that have been sent to me for approval. These will be taken up in due course during the rainy season.

The three societies, the Jalsáh Tahzíb, Lucknow, the Jalsáh Tahzíb, Sítápur, and the Jalsáh of Gonda continue to flourish.

The Secretary of the Jalsáh Lucknow, Pandit Sheo Narayaná, reports as follows:—

"The Jalsáh Tahzíb, or Lucknow Reform Club, is now four years "old, and numbers amongst its members some energetic and public "spirited gentlemen of the native community. With very few excep- "tions, all its members are natives of Oudh. It will soon represent the "whole province, and become an organ through which public opinion "may be readily ascertained.

"During the year 24 new subscribers joined, 25 left, and one died. "Among new members it is very gratifying that there are four European "gentlemen, and a large number of Raises, resident in the city. Lieute-"nant Pitcher, Captain Noble, Mr. Blennerhassett, and Mr. Thorpe are "among the former, and it is hoped that their example will be followed "by others. Mr. Gore Ouseley has been its President for the year.

"During Pandit Sheo Narayaná's absence for six months, Munshí "Kálí Prasáda of the Oudh Bar, acted as Secretary, and a large number "of new admissions is due to the zeal and exertions of this gentleman.

"Rupees 912-7-6 have been the receipts of the Jalsáh, and Rs. "925-7-7 the expenditure. The latter includes Rs. 260 for the Library, "Rs. 142-3-9 for Newspapers, Rs. 340-8-0 for establishment, Rs. 60-3-6 "for postage, and the rest for other purposes and contingencies. There "were Rs. 354-5-0 to the credit of the Jalsáh at the end of March.

"As usual, meetings have been held and papers on different subjects "read. Two of these papers were by the old nobility of Lucknow. One "on the education of Lucknow Raises, was by Nawáb Saádut Husain "Khán, and another on Astronomy, by Nawáb Sádiq Alí Khán. The "Risalá, containing the proceedings of the Jalsáh, and some useful trans-"lations, has been issued regularly every month. Nine English papers "are now received against 12 last year.

"The Urdú papers are 25, but the Magazines have increased from five "to nine. These Newspapers have been circulated amongst 5,709 readers, "against 4,705 last year, and though the circulation has increased, yet "the most prominent feature of the year has been, the incessant and "pressing requests from members for Newspapers. There is no doubt "that the Jalsáh has accomplished one important task, that of creating a "healthy taste for Newspaper reading, and of fostering an interest in what "is going on in the world.

"The Public Library in the custody of the Club contains 2,222 books, "against 1,924 last year. The increase is 298 volumes, and they have "been received as follows:—

"From the Local Government, ...	86	books.
"Sent by Munshí Lalta Pershád, ...	112	„
"Presented by Munshí Masih-ud-dín Khán,	6	„
" Ditto by Bábú Hukúmat Rái, ...	4	„
" Ditto by Munshí Kálí Pershád, ...	13	„
"Purchased, ...	51	„
"Presents from individual authors, ...	26	„

"The number of books, borrowed is 1,018, against 1,011 last year. "The larger number of books lent out were on Law and History, being "302 and 118 each respectively, against 200 and 100 last year. The "income of the library was 480 Rs. The balance from last year is "Rs. 330-0-1, the whole funds of the library being Rs. 810-0-1. Of "this Rs. 394-5-6 have been spent in purchasing books, and Rs. 97-14-1 in "contingencies, including half the pay of the Daftarí, and the expenses "of binding. The total expenditure thus has been Rs. 492-3-7 leaving

"Rs. 317-12-5 to the credit of the Library. Of this Rs. 254 are in the "Delhi Bank, and Rs. 63-12-5 with the Jalsáh. Out of the money shown "as spent in purchasing books there is an advance of some Rs. 40 with "Messrs. Thacker, Spink, and Co. The Handford Memorial Fund is in "deposit with the Delhi Bank, and Kaliká Pershád, of the 1st year's class, "Canning College, is paid Rs. 5 a month as "Handford Scholar," out "of the interest of the deposit. The Essay Mohar has not yet been "competed for.

"Whether directly or indirectly, the influence of the Jalsáh has "given rise to a Pleaders' Association in Lucknow and to Newspaper "Reading, and Debating Clubs in the adjacent districts of Unáo, Bára "Bankí, Pratábgarh, Hardui, and Faizabad, while Gonda and Sítápur "are now two old institutions."

I may perhaps also note that the 1st Fasciculus of the Catalogue of Sanscrit M.S.S., existing in Oudh has been published. It was edited by Mr. Rajendrá Lál Mitrá. The 2nd Fasciculus is ready for publication, and Pandit Deví Prasadá daily adds to his list of M.S.S.

SECTION XI. Notice of Officers and Private Gentlemen.

Notice of Officers and private gentlemen who have greatly assisted the Educational Department.

260. I have great pleasure in bringing to the notice of the Chief Commissioner the exertions of the following Officers, Private Gentlemen, and School Committees in the cause of education :—

Educational Officers. Inspecting Officers.

Mr. Thomson, Inspector of Schools, Eastern Circle; Mr. Durga Prashád, Inspector of Schools, Western Circle; Múnshí Mír Muhammad Hussein, Deputy Inspector of Schools, Pratábgarh; Múnshí Bishambar Dyál, Deputy Inspector of Schools, Faizabád; Múnshí Imdad Husain, Deputy Inspector of Schools, Hardui; Bábú Keshava Chunder Deb, Deputy Inspector of Schools, Sítápur; Múnshí Rám Prashád, who officiated for a little while at Lucknow; Múnshí Jugal Kishore, Deputy Inspector of Schools, Rái Barelí.

I have already mentioned Pandit Sheo Narayaná, as assisting greatly in literary work.

High School Masters.

Mr. W. Anderson, Head Master of Schools, Faizabád; Bábú Keshub Deb, Sandyàl, who manages the Girls' Schools; Múnshí Tej Rái, Maulaví Zahúr Ahmad, Arabic Master, who also manages the Boarding House; Mr. J. W. Walsh, of Rái Barelí, who officiated as Inspector of Schools, Eastern Circle, during the absence of Mr. Thomson, on leave; Mr. J. A. D'Cruz, B. A., Head Master of High Schools, Pratábgarh; Bábú Ishán Chandra Banerjí, Head Master of High School, Hardui; Bábú Pryá Náth Basú, 1st Assistant Master, Hardui; Maulaví Abdul Qadir, Persian and Arabic Master, Hardui; Bábú Hem Náth Mojoomdar, Head Master, Lakhimpur, and his Assistants; Bábú Madho Sudan Múkerjí, Head Master, Sultánpur; Mr. H. Daniell, Head Master, Bára Bankí, and his 1st Assistant Bábú Grish Chandra Ghose; Bábú Haro Gopál Sen, Officiating Head Master, Unáo.

Normal School Masters.

Bábú Rám Chandrá Sen, Head Master of the Normal School, has done his work well in a quiet and unostentatious manner. To him and to his subordinates, I am much indebted. Pandit Deví Prashad, has con-

ducted his School duties well, and has shewn tact and industry in his search for Sanscrit Manuscripts, a goodly number of which he has catalogued.

Anglo-Vernacular Middle Class School Masters.

Bábú Sukhuda Prashád, Head Master, Bilgrám; Mr. Múnna Lál, Head Master, Sandilá; Deokali Dín, Head Master, Akbarpúr; Muhammad Sajjád, Head Master, Muhammadí; Bisheshwar Prashád, Head Master, Púrwa; Abdul Jalíl Khan, Head Master, Durriabád; Imdád Alí, Head Master, Radaulí; Shoukat Husain, Head Master, Fatahpur; Jageshwar Prasadá, Head Master, Atroulá; Syud Qiam-ud-dín, Head Master, Jais; Ramjí Mal, Head Master Bhingá.

Vernacular Town Schools.

Maulaví Hakím-ud-dín, Head Master, of the Chouk School, Lucknow, Amán-ul-Haq, 1st Assistant, Chouk School, Lucknow, Muhammad Ibrahím, Head Master of Malíhabad; Muhammad Yakúb, 1st Assistant of Malíhábad School; Ziyá-ud-dín, Head Master, Pattí; Asghar Alí, Head Master, Mohán; Syud Ghulam Alí, Head Vernacular Master, Kakorí; Pandit Rám Dyál, Head Master, Pihaní; Ghulam Hasanain Kadar, Mahoná; Múnshí Bansí Dhar, 1st Assistant, Mahoná; Rashíd-ud-dín, Head Master, Salon; Abdus Samad, Head Master, Jarwal.

The School Mistresses of Nawázganj deserve mention. They are Jafrí Begam, Gauhár, and Wafatán.

Amongst officers in the Oudh Commission, this Department are most indebted to :—

Colonel J. Reid, Commissioner, Lucknow Division.		
Mr. P. Carnegy, Commissioner, Faizabad.		
Mr. R. M. King, Deputy Commissioner, Faizabad.		
Mr. Sparks,	ditto,	Lucknow.
Captain Hewett,	ditto,	Bharaich.
Mr. Gibson,	ditto,	Hardui.
Mr. Glynn,	ditto,	Bára Bankí.

Mr. Anderson of Sítápur, has done all in his power; and to his influence, and to the influence of the Commissioner of Division, Colonel Thompson, the Educational Department are probably indebted for the liberality of the municipality of Sítápur, and for the regularity with which subscriptions are paid.

Mr. Kavanagh, when at Pratábgarh and Sultánpur, did what he could to recommend education to the people.

Amongst Assistant Commissioners, I may mention Mr. McMinn, Captain Noble, and Lieutenant F. Barrow; Mr. Bickers; Syud Ghulám Haidar Khán, Extra Assistant Commissioner, Kheri; Babú Gajráj Singh, Extra Assistant Commissioner, Bharaich; Múnshí Hazari Lall and Pandit Hari Kishan, Extra Assistant Commissioners, Bára Bankí.

The list is rather a long one but all educational officers acknowledge the help and encouragement they receive from officers in the Oudh Commission.

The following Tahsíldárs are also mentioned :—

Múnshí Rái Baldeo Bakhsh, Tahsíldár, ...	Bilgrám.
Maulaví Amín-ul-láh, Tahsíldár, ...	Bára Bankí.
Múnshí Shiám Behârí Lál, Tahsíldár, ...	Haidergarh.
Maulaví Alí Bakhsh, Tahsíldár, ...	Safípur.
Mírzá Mahmad Bég, Tahsíldár, ...	Mohan.
Múnshí Noubat Rái, Tahsíldár, ...	Fatahpur.
„ Shams-úd-dín Ahmad, Tahsíldár, ...	Misrikh.
Bábú Gangá Prasadá, Tahsíldár, ...	Muhammadi.
Múnshí Gopál-Rám, Peshkár, ...	Muhammadi.
„ Mahomed Akbar Tahsíldár,... ...	Musáfir Kháná.
„ Razí-úd-dín, Tahsíldár Amethi, ...	(Z'ilá Sultánpur.)
„ Abul Hasan, Tahsíldár, ...	Bikapúr.
„ Ganpat Rái, Tahsíldár, ...	Faizabad.
Pandit Dayá Nidhan, Tahsíldár, ...	Lucknow.
„ Sheo Nath, Peshkár, ...	Lucknow.
The Tahsíldár of	Korásar.

The following Police Officers have also been reported to me as influential members of School Committees and as interesting themselves in our Schools :—

Sheikh Khudá Bakhsh, Inspector of Police,...	Púrwá.
Múnshí Bhawání Prasáda, Inspector of Police,	Radoulí.
Sheo Dín Bubey, Inspector of Police, ...	Safipúr.
Thanádár Hushiár Singh, ...	Bharaich.
Múnshí Nizám-úd-dín, Police Inspector, ...	Sultánpur.
Bakhshí Rám Chandra, Police Inspector, ...	Sultánpur.
Muhammad Alí, Inspector of Police, ...	Faizabad.
Muhammad Abdus-Samád, Police Officer, ...	Piagpúr.
Pandit Sheo Ratan Lál, Police Officer, ...	Bhingá.
Sardár Bhagel Singh, Inspector of Police, ...	Bharaich.

Private gentlemen who have aided the Department.

First and foremost are Máhárájah Sir Drigbijai Singh Bahádar, K. C. S. I., Rájah Amír Hasan Khan of Mahmúdabad, the Máhárájah of Kapúrthala, and the Rájah of Bhingá. Then we have Rájah Tajammul Husain Khan, Káshí Prashád, and Sarabjít Singh, Sheo Náth Singh, and other private gentlemen amongst whom we may notice.—

Díwán Ráj Bije Bahádar Singh and Bábú Ajít Singh of Pratábgarh. Major Orr, and Rájah Dakhiniranjan also support Schools.

Then we have the Maháráni Sahibá T'alukdárin, Faizabad district, and Rájah Jagmohan Singh and Farzand Alí Khan of Bára Banki; Baldeo Singh T'alukdár Akhori in Unáo; Rájah Sheo Bakhsh Singh and Mirzá Abbás Beg Sahib Bahádar T'alukdár of Barágaon in Sítápur; Chaudhrí Hashmat Alí T'alukdár of Hardui. The T'alukdárs of Faizabad, especially Shankarí Bakhsh, Lallú Sáh, and others; Rájah Kishan Dat Pandé and the representatives of Máhárájah Man Singh in Faizabad; Nawáb Nisár Alí Khan in Bharaich. The T'alukdárs of Malíhábad especially Muhammad Ahmad Khán and Muhammad Nasím Khán render the most valuable services. I cannot close the report without saying how much this

Department is indebted to Mr. White, the Officiating Principal, Canning College, to Mr. Gall, the Professor of Mathematics, and to the Professors of Sanscrit and Arabic. From the Rev. J. Evans, one of the Assistant Masters, this Department has also received much assistance in the conduct of Annual Examinations. To the Rev. C. J. Dæuble, the Rev. J. Ellwood, Miss Davidson, and the ladies of the Anglican Church Zananá Mission, Miss A. Hamilton and Miss Keene, I desire to record my thanks, for their cordial co-operation. The people of Oudh too owe a debt of gratitude to the Lady Superintendents and Reverend gentlemen of the American Mission, and more especially to the Rev. J. H. Messmore and Miss Thoburn. The Educational work of the Catholic Missionaries I have not hitherto had any opportunity of inspecting, nor indeed does the Catholic Mission receive any aid for Schools in Oudh.

My Office establishment continue to deserve the high character they have previously acquired. I would especially mention Múnshí Gajráj Singh, the first Assistant.

I have the honor to be,
Sir,
Your most obedient servant,

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

TABLE II.—Government Schools of the Higher Class (superior

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Average age.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindus.	Mahomedans.	Others.	Total.				English	Urdú.	Hindee.	Persian.	Sanscrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	8b	9	9a	9b	9c	9d	9e	10	11
																	Rs. As. P.
Faizabad Main School, ...	Faizabad, ...	1st October 1860.	240	39	2	281	261	287	15	260	281	127	189	58	45	1 anna to 6 Rs.	1,0975 2 2
Branch No. I., ...	...	...	53	38	...	91	68	73	13	10	91	91	2	...	...	1 anna to 1 Re.	66 0 0
Branch No. II., ...	...	...	43	43	...	86	65	70	12	8	86	86	9	...	...	1 anna to 8 annas	66 0 0
Branch No. III., ...	...	...	39	42	...	81	61	66	13	12	81	76	9	...	...	1 anna to 2 annas	66 0 0
Branch No. IV., ...	...	...	34	19	1	54	42	44	12	5	84	50	...	...	...	1 anna to 4 annas.	66 0 0
Total of Branch Schools, ...	...	...	169	142	1	312	236	253	12	35	312	303	20	...	...	1 anna to 1 Re.	264 0 0
Total of Main and Branch Schools.	...	....	409	181	3	593	497	540	13	301	593	430	209	58	45	1 anna to 6 Rs.	11,239 2 2
Rái Bareli Main School, ...	Rái Bareli, ...	December 1861.	97	31	...	128	98	118	15	128	128	46	86	...	...	2annas to 5 Rs.	5,543 6 4
Branch No. I., ...	Fort, ...	November 1867.	20	21	...	41	37	49	10	23	41	41	...	...	...	1 anna to 2 annas.	100 0 0
Branch No. II., ...	Bazaar, ...	April 1869,	16	37	...	53	38	48	9	...	53	40	11	...	...	1 anna to 2 annas.	64 0 0
Branch No. III., ...	Raipur, ...	July 1867,	39	1	...	40	34	45	9	...	40	22	14	...	...	1 anna to 8 annas.	64 0 0
Total of Branch Schools, ...	...	...	75	59	...	134	109	142	9	23	134	103	25	...	...	1 anna to 8 annas.	228 0 0
Total of Main and Branch Schools.	...	...	172	90	...	262	207	260	11	151	262	149	111	...	...	1 anna to 5 Rs.	5,771 6 4
Sultánpur Main School, ...	Sultánpur, ...	1861, ...	129	50	1	180	138	165	15	120	153	32	52	...	...	2annas to 3 Rs.	4,048 0 0
Branch No. I., ...	...	...	2	13	...	15	13	15	15	...	15	...	...	...	...	1 anna.	...
Total of Main and Branch Schools.	...	...	131	63	1	195	151	180	15	120	168	32	52	...	...	1 anna to 3 Rs.	4,048 0 0

	Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
...	0 0 0	0 0 0	300 0 0	1427 10 0	0 0 0	...	0 0 0	12,702 12 2	12,626 12 2	76 0 0	12,702 12 2	0 0 0	...	44 4 2	38 3 10
...	5 8 0	0 0 0	0 0 0	77 0 0	110 0 0	...	0 0 0	258 8 0	258 8 0	0 0 0	258 8 0	0 0 0	...	3 8 8	0 14 6
...	5 8 0	0 0 0	0 0 0	53 2 0	110 0 0	...	0 0 0	234 10 0	234 10 0	0 0 0	234 10 0	0 0 0	...	3 5 7	0 15 1
...	5 8 0	0 0 0	24 0 0	47 0 0	110 0 0	...	0 0 0	252 8 0	252 8 0	0 0 0	252 8 0	0 0 0	...	3 13 3	1 0 0
...	5 8 0	0 0 0	0 0 0	50 15 0	110 0 0	...	0 0 0	232 7 0	232 7 0	0 0 0	232 7 0	0 0 0	...	5 4 2	1 8 0
...	22 0 0	0 0 0	24 0 0	228 1 0	440 0 0	...	0 0 0	978 1 0	978 1 0	0 0 0	978 1 0	0 0 0	...	3 13 10	1 0 8
...	22 0 0	0 0 0	324 0 0	1655 11 0	440 0 0	...	0 0 0	13,680 13 2	13,604 13 2	76 0 0	13,680 13 2	0 0 0	...	25 4 11	20 13 0
...	0 0 0	0 0 0	390 0 0	668 4 0	0 0 0	...	10 9 0	6,612 3 4	6,347 3 4	265 0 0	6,612 3 4	0 0 0	...	56 0 8	46 15 7
...	0 0 0	0 0 0	0 0 0	25 10 0	108 0 0	...	0 0 0	233 10 0	233 10 0	0 0 0	233 10 0	0 0 0	...	4 12 3	2 0 8
...	0 0 0	0 0 0	0 0 0	14 6 0	86 0 0	...	0 0 0	164 6 0	164 6 0	0 0 0	164 6 0	0 0 0	...	3 6 9	1 5 4
...	0 0 0	0 0 0	0 0 0	12 4 0	118 0 0	...	0 0 0	194 4 0	194 4 0	0 0 0	194 4 0	0 0 0	...	4 5 0	1 6 9
...	0 0 0	0 0 0	0 0 0	52 4 0	312 0 0	...	0 0 0	592 4 0	592 4 0	0 0 0	592 4 0	0 0 0	...	4 2 9	1 9 8
...	0 0 0	0 0 0	390 0 0	720 8 0	312 0 0	...	10 9 0	7,204 7 4	6,939 7 4	265 0 0	7,204 7 4	0 0 0	...	27 11 4	22 3 2
...	0 0 0	0 0 0	0 0 0	504 8 0	0 0 0	...	18 9 0	4,571 1 0	4,571 1 0	0 0 0	4,571 1 0	0 0 0	...	27 11 2	24 8 6
...	0 0 0	0 0 0	0 0 0	3 8 0	0 0 0	...	23 0 0	26 8 0	23 0 0	3 8 0	26 8 0	0 0 0	...	1 12 3	0 0 0
...	0 0 0	0 0 0	0 0 0	508 0 6	0 0 0	...	41 9 0	4,597 9 0	4,594 1 0	3 8 0	4,597 9 0	0 0 0	...	25 8 8	22 7 10

TABLE III.—Government Schools of the Lower Class (Vil

Name of Institution.	District.	Number of Schools.	When established	Number of pupils on the Rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the Rolls during the year.	Average age.	Number of pupils stu at the close		
				Hindús.	Mahomedans.	Others.	Total.				English.	Urdú.	Hindí.
1	2	2a	3	4	5	6	7	8	8a	8b	9	9a	9b
VILLAGE SCHOOLS.	Lucknow, with 14 branches.	38	1867, 1868, 1869, 1870.	1720	364	15	2099	1138	2117	11	..	797	1250
	Bára Banki, ..	90	1867, 1868, 1869, 1870, 1871	2150	1139	...	3889	2555	3236	13	..	2908	919
	Unáo,	62	1865, 1866, 1867, 1868, 1869, 1870.	2517	262	9	2788	2184	2756	11	...	1219	1596
	Sítápur, with 33 branches.	74	1867, 1868, 1869, 1870, 1871.	2815	741	17	3603	2335	2822	...	..	1748	1751
	Hardui, .	83	1867, 1868, 1869, 1870, 1871, 1872	3120	398	...	3518	2661	3308	11	...	921	2638
	Kheri,	51	1867, 1868, 1869, 1870, 1871, 1872.	1119	283	.	1732	1197	1493	11	.	562	1130
	Faizabad, with 13 branches.	68	1867, 1868, 1869, 1870, 1871, 1872	2026	700	16	2742	1774	2317		14	1312	1406
	Gonda, ..	35	1867, 1868, 1869, 1870, 1871, 1872	1125	253	8	1386	670	768	11	.	927	438
	Bharaich, with 13 branches	46	1868, 1869, 1870, 1871.	1151	431	2	1884	1188	1550	13	...	1157	746
	Rái Barelí, ..	70	1866, 1867, 1868, 1869, 1870, 1871, 1872.	2769	485	1	3255	2000	2628	13	..	2064	1360
	Sultánpur, ..	69	1866, 1867, 1868, 1869, 1870, 1871,	2017	394	.	2411	1592	2166	15	...	1697	746
	Pratábgarh,	61	1866, 1867, 1868, 1869, 1870, 1871	1733	485	...	2218	1152	1915	11	...	1147	1069
	Total, .	747 Schools with 73 branches.	...	25222	6235	68	31525	21016	27076	11	14	16459	15049

A.

lage Schools) in the Province of Oudh, for the year 1871-72.

dying in each Language of the year.				Receipts.									
Persian.	Sanscrit	Arabic	Monthly rate of Schooling fee	From Government	Proceeds of Endowment.	Local rate of Assessment	New Local Cess	Subscriptions, Donations, &c.	Fees, Fines, &c.	Municipal Funds.	Sale of Books	Other sources.	Total.
9c	9d	9e	10	11	12	13	13a	14	15	15a	16	17	18
						Rs As. P.			Rs. As. P				Rs As. P.
255	34	...	3 pie to 8 annas.	...	...	5501 8 0	...	...	362 0 6	...	...	...	5863 8 6
936	35	..	3 pie to 8 annas	..	.	9650 6 6	..	...	822 4 9	...	...	...	10472 11 3
181	...	...	3 pie to 4 annas	.	...	8408 15 11	...	...	476 10 6	...	...	...	8885 10 5
117	...	..	3 pie to 4 annas	.	...	7596 6 1	...		729 9 9	...	..	...	8325 15 10
181	...	...	3 pie to 8 annas.	..	..	9020 14 7	..	..	1156 8 3	...	...	...	10177 6 10
31	35	...	6 pie to 8 annas	...	...	2579 7 0		..	181 12 6	...	...	...	2761 3 6
181	...	..	6 pie to 1 anna.	..	...	7644 15 8	...	...	705 15 0	...	...	..	8350 14 8
45	...	...	3 pie to 2 annas.	...	.	831 14 1	...	...	45 5 6	...	..	...	877 3 7
218	...	...	3 pie to 8 annas	..	..	5256 0 11	...	.	604 11 0	...	...	...	5860 11 11
329	...	...	3 pie to 4 annas.		..	8912 13 3	...	..	394 3 9	...	...	...	9307 1 0
221	..	...	6 pie to 8 annas	...	...	7226 11 0	..	..	542 15 0	...	...	...	7769 10 0
241	...	...	3 pie to 2 annas	...	.	6846 7 11	..	.	164 7 6	...	.	...	7010 15 5
2996	104		3 pie to 8 annas.	..	.	79476 8 11		...	6186 8 0	...	...	.	85663 0 11

APPENDIX A.—(*Continued.*)

Name of Institution.	District.	Number of Schools.	When established.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil. Total cost.	Annual cost of educating each pupil. Cost to Government.	Remarks.
				19	20	21	22	23	24	25	26
				Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.		
VILLAGE SCHOOLS.	Lucknow, with 14 branches.	38	1867, 1868, 1869, 1870.	5382 8 3	481 0 3	5863 8 6	...	...	2 12 3	...	
	Bára Banki, ...	90	1867, 1868, 1869, 1870, 1871.	9494 12 11	977 14 4	10472 11 3	...	...	3 3 8	...	
	Únáo, ...	62	1865, 1866, 1867, 1868, 1869, 1870.	8347 8 4	538 2 1	8885 10 5	...	...	3 3 7	...	
	Sítápur, with 33 branches.	74	1867, 1868, 1869, 1870, 1871.	7211 8 6	1114 7 4	8325 15 10	...	...	2 15 2	...	
	Hardui, ...	83	1867, 1868, 1869, 1870, 1871, 1872.	9100 13 3	1076 9 7	10177 6 10	...	...	3 1 3	...	
	Kheri, ...	51	1867, 1868, 1869, 1870, 1871, 1872.	2470 11 7	290 7 11	2761 3 6	...	...	1 13 6	...	
	Faizabad, with 13 branches.	68	1868, 1869, 1870, 1871, 1872.	7502 2 2	848 12 6	8350 14 8	...	...	3 9 8	...	
	Gonda, ...	35	1867, 1868, 1869, 1870, 1871, 1872.	748 15 10	128 3 9	877 3 7	...	...	1 2 3	...	
	Bharaich, with 13 branches.	46	1868, 1869, 1870, 1871.	5158 9 2	702 2 9	5860 11 11	...	...	3 12 5	...	
	Rái Bareli, ...	70	1866, 1867, 1868, 1869, 1870, 1871, 1872.	8609 15 2	697 1 10	9307 1 0	...	...	3 9 1	...	
	Sultánpur, ...	69	1866, 1867, 1868, 1869, 1870, 1871.	7192 7 3	577 2 9	7769 10 0	...	...	3 9 5	...	
	Pratábgarh, ...	61	1866, 1867, 1868, 1869, 1870, 1871.	6429 7 2	581 8 3	7010 15 5	...	...	3 11 1	...	
	Total, ...	747 Schools with 73 branches.	...	77649 7 7	8013 9 4	85663 0 11	...	...	3 2 8	...	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

Table III A.—Government Female Schools in

Name of Institution.	Locality.	When established.	No. of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Average age.	No. of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.				English.	Urdú.	Hindi.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8 A	8 B	9	9 A	9 B	9 C	9 D	9 E	10
Thatori Tola, ...	Lucknow City.	17th August 1867,...	...	20	...	20	15	18	10	...	20	...	...	...	...	...
Hosseinabád, ...		Ditto, ...	...	21	...	21	14	19	16	...	21	...	...	...	...	...
Newázganj, ...		23rd April 1867, ...	...	19	...	19	14	18	15	...	19	...	...	...	...	...
Kázmáin		Ditto, ...	...	20	...	20	15	19	16	...	20	...	...	...	...	...
Rustumnagger, ...		May 1867, ...	...	22	...	22	16	20	15	...	22	...	...	...	...	...
Maqbulganj (Mahomedan,)		March 1871, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Golánganj, ...		January 1871, ...	...	10	2	12	10	12	13	...	12	..	...	...	...	...
Jhawái Tola I, ...		October 1870, ...	...	18	...	18	14	15	15	...	18	...	...	...	...	...
Jhawái Tola II, ...		January 1871, ...	...	20	...	20	15	24	14	...	20	...	...	...	...	...
Maqbulganj (Hindú,) ...		October 1867, ...	23	5	...	28	18	28	12	...	...	28	...	...	...	...
Haidarganj, ...		June 1871, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fatehganj, ...		Ditto, ...	16	1	...	17	15	19	7	...	...	17	...	...	...	...
Mahbubganj, ...		February 1871, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hussainganj, ...		January 1872, ...	13	...	...	13	11	13	11	...	...	13	...	...	...	...
Total, ...	14 Schools,	.....	52	156	2	210	157	205	10	...	152	58	...	...	...	...
Bakasa Kattra, ...	Lucknow District.	December 1868, ...	18	...	...	18	14	17	10	...	...	18	...	...	...	...
Goshainganj, ...		April 1868, ...	19	..	...	19	14	18	11	...	...	19	...	...	...	...
Amethí, ...		October 1870, ...	...	25	...	25	19	25	10	...	25	...	...	...	...	...
Mow.		March 1870, ...	15	...	...	15	11	14	8	..	...	15	...	...	...	...
Thawar, ...		October 1870, ...	24	1	...	25	16	22	9	...	...	25	...	...	...	...
Kakori, ...		August 1870, ...	...	9	...	9	14	15	10	...	9	...	...	...	...	...
Kasmandí, ...		October 1870, ...	...	9	...	9	9	10	9	...	9	...	...	...	...	...
Mall, ...		April 1870, ...	17	...	1	18	11	18	9	...	...	18	...	...	...	...
Mandiaon, ...		February 1870, ...	...	15	..	15	11	15	11	...	15	...	...	...	...	...
Mahona, ...		March 1870, ...	...	18	...	18	10	14	11	...	18	...	...	...	...	...
Khálispur, ...		June 1870, ...	...	21	...	21	16	22	10	...	21	...	...	...	...	...
Ujurriaon, ...		October 1871, ...	...	30	...	30	23	28	8	...	30	...	...	...	...	...
Sarsawan, ...		February 1872, ...	15	...	...	15	13	15	12	...	...	15	...	...	...	...
Bakhtiyárnagger, ...		June 1869, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total, ...	14 Schools,	.....	108	128	1	237	181	233	9	...	127	110	...	...	...	...
Mirzaganj, ...	Lucknow District.	June 1869, ...	...	72	...	72	42	60	8	...	72	...	10	...	31	...
Múnshíganj, ...		19th August 1871,...	17	...	...	17	15	19	8	...	3	16	...	...	...	...
Saddarpur, ...		December 1867, ...	...	44	...	44	21	27	18	...	44	...	3	...	10	...
Malihabád, ...		Ditto, ...	...	24	...	14	14	20	8	...	24	...	...	...	2	...
Kewalhár, ...		December 1869, ...	...	19	...	19	13	16	10	...	19	...	...	...	6	...
Total, ...	5 Schools,...	.....	17	159	...	176	105	142	10	...	162	16	13	...	49	...
Grand Total, ...	33 Schools.	.....	177	443	3	623	443	580	10	...	441	184	13	...	49	...

A.

the Province of Oudh, for the year 1871-72.

Receipts.										Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks:
From Government.	Proceeds of Endowment.	Local rate of Assessment	New Local Cess.	Subscriptions, donations &c.	Fees Fines, &c.	Municipal Fund.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	13A.	14	15	15A.	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.		Rs. A. P.		Rs. A. P.				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	
279 4 1	...	...	...	...	...	...	...	...	279 4 1	279 4 1	...	279 4 1	...	...	15 8 3	15 8 3	
287 5 1	...	...	...	...	...	...	...	...	287 5 1	287 5 1	...	287 5 1	...	...	15 1 11	15 1 11	
285 5 4	...	...	...	...	...	...	...	...	285 5 4	285 5 4	...	285 5 4		...	15 13 8	15 13 8	
287 3 10	...	...	...	...	...	...	...	...	287 3 10	287 3 10	...	287 3 10	...	...	15 1 11	15 1 11	
285 5 8	...	...	...	...	...	...	...	...	285 5 8	285 5 8	...	285 5 8	...	...	14 4 3	14 4 3	
32 0 0	...	...	...	...	...	...	...	...	32 0 0	32 0 0	...	32 0 0	...	...	...	...	Closed during the year.
128 12 6	...	...	...	...	...	...	...	...	128 12 6	128 12 6	...	128 12 6	...	...	10 11 8	10 11 8	
126 0 0	...	...	...	...	...	...	...	...	126 0 0	126 0 0	...	126 0 0	...	...	8 6 5	8 6 5	
142 1 0	...	...	...	...	...	...	...	...	142 1 0	142 1 0	...	142 1 0	...	...	5 14 8	5 14 8	
201 6 0	...	...	...	...	...	...	...	...	201 6 0	201 6 0	...	201 6 0	...	...	7 3 1	7 3 1	
67 0 0	...	...	...	...	...	...	...	...	67 0 0	67 0 0	...	67 0 0	...	...	...	...	Closed during the year.
127 14 0	...	...	...	...	...	...	...	...	127 14 0	127 14 0	...	127 14 0	...	...	6 11 8	6 11 8	
101 12 0	...	...	...	...	...	...	...	...	101 12 0	101 12 0	...	101 12 0	...	...	...	...	Closed during the year.
12 0 0	...	...	...	...	...	...	...	...	12 0 0	12 0 0	...	12 0 0	...	...	0 14 9	0 14 9	
2363 5 6	...	...	...	...	...	...	...	...	2363 5 6	2363 5 6	...	2363 5 6	...	...	11 8 5	11 8 5	
...	...	64 0 0	...	...	...	...	...	...	64 0 0	64 0 0	...	64 0 0	...	...	3 1 2	...	
60 0 0	...	...	...	...	...	...	...	...	60 0 0	60 0 0	...	60 0 0	...	...	3 5 4	3 5 4	
129 0 0	...	...	...	...	...	...	...	...	129 0 0	129 0 0	...	129 0 0	...	...	5 2 7	5 2 7	
...	...	48 0 0	...	...	...	...	...	...	48 0 0	48 0 0	...	48 0 0	...	...	3 6 10	...	
...	...	...	...	...	...	...	...	44 0 0	44 0 0	44 0 0	...	44 0 0	...	...	2 0 0	...	
72 0 0	...	9 0 0	...	...	...	...	...	...	81 0 0	81 0 0	...	81 0 0	...	...	5 6 5	4 12 9	
20 0 0	...	35 0 0	...	...	...	...	...	...	55 0 0	55 0 0	...	55 0 0	...	...	5 8 0	2 0 0	
...	...	72 0 0	...	...	...	...	...	...	72 0 0	72 0 0	...	72 0 0	...	...	4 0 0	...	
4 8 0	...	48 0 0	...	...	...	...	...	...	52 8 0	52 8 0	...	52 8 0	...	...	3 8 0	0 4 10	
131 0 0	...	...	...	...	...	...	...	...	131 0 0	131 0 0	...	131 0 0	...	...	9 5 9	9 5 9	
72 0 0	...	...	...	...	...	...	...	...	72 0 0	72 0 0	...	72 0 0	...	...	3 4 4	3 4 4	
12 0 0	...	...	...	...	...	...	...	...	12 0 0	12 0 0	...	12 0 0	...		0 6 10	0 6 10	
59 6 6	...	...	...	...	...	...	...	...	59 6 6	59 6 6	...	59 6 6	...		3 15 4	3 15 4	
80 0 0	...	...	...	...	...	...	...	...	80 0 0	80 0 0	...	80 0 0	...	...	...	...	Closed during the year.
639 14 6	...	276 0 0	...	...	...	...	...	14 0 0	959 14 6	959 14 6	...	959 14 6	...	...	4 1 11	2 11 11	
569 12 6	...	103 9 4	...	...	...	...	...	...	673 5 10	551 9 4	121 12 6	673 5 10	...	...	4 11 10	4 0 2	
569 12 6	...	103 9 4	...	...	...	...	...	...	673 5 10	551 9 4	121 12 6	673 5 10	...	...	4 11 10	4 0 2	
3578 0 6	...	379 9 4	...	...	...	...	...	44 0 0	3996 9 10	3874 13 4	121 12 6	3996 9 10	...	...	6 14 3	6 2 7	

e Province of Oudh, for the year 1871-72.

Receipts.										Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks:
From Government.	Proceeds of Endowment.	Local rate of Assessment	New Local Cess.	Subscriptions, donations &c.	Fees Fines, &c.	Municipal Fund.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	13A.	14	15	15A.	16	17	18	19	20	21	22	23	24	25	26
s. As. P.		Rs. As. P.		Rs. A. P.				Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. A. P.	Rs. A. P.	
...	...	...	...	85 8 0	...	...	...	...	85 8 0	85 8 0	...	85 8 0	...	...	4 1 2	...	
...	...	20 0 0	...	...	...	...	...	...	20 0 0	20 0 0	...	20 0 0	...	...	0 15 3	...	
...	...	20 4 0	...	...	...	...	...	...	20 4 0	20 4 0	...	20 4 0	...	...	0 10 1	...	
..	...	18 1 4	...	...	...	...	...	...	18 1 4	18 1 4	...	18 1 4	...	...	0 11 1	...	
...	...	5 4 0	...	...	...	...	...	...	5 4 0	5 4 0	...	5 4 0	...	...	0 4 2	...	
...	...	5 4 0	...	...	...	...	...	...	5 4 0	5 4 0	...	5 4 0	...	...	0 2 8	...	
...	...	5 4 0	...	...	...	...	...	...	5 4 0	5 4 0	...	5 4 0	...	...	0 3 8	...	
...	...	74 1 4	...	85 8 0	...	...	...	...	159 9 4	159 9 4	...	159 9 4	...	...	0 14 7	...	
1012 12 0	...	...	...	...	...	...	...	...	1012 12 0	1012 12 0	...	1012 12 0	...	...	8 12 11	8 12 11	
.012 12 0	...	...	...	...	...	...	...	...	1012 12 0	1012 12 0	...	1012 12 0	...	...	8 12 11	8 12 11	
...	...	48 12 0	...	...	...	...	...	...	48 12 0	48 0 0	0 12 0	48 12 0	...	...	1 11 10	...	
...	...	45 12 0	...	...	...	...	...	...	45 12 0	45 0 0	0 12 0	45 12 0	...	...	3 8 4	...	
...	...	94 8 0	...	...	...	...	...	...	94 8 0	93 0 0	1 8 0	94 8 0	...	...	2 4 10	...	
.012 12 0	...	94 8 0	...	...	..	...	...	...	1107 4 0	1105 12 0	1 8 0	1107 4 0	...	...	7 1 7	6 7 10	
98 0 0	...	...	...	...	...	...	...	0 8 6	98 8 6	98 8 6	...	98 8 6	...	...	4 7 8	4 7 3	Closed during the year.
17 8 9	...	...	...	...	...	...	...	...	17 8 9	17 8 9	...	17 8 9	...	...	...	...	
115 8 9	...	...	...	...	...	...	...	0 8 6	116 1 3	116 1 3	...	116 1 3	...	...	5 4 5	5 4 0	
...	...	71 0 0	...	...	...	...	..	...	71 0 0	71 0 0	...	71 0 0	...	...	3 15 1	...	
...	...	71 0 0	...	...	...	...	...	...	71 0 0	71 0 0	...	71 0 0	...	...	4 11 8	...	
...	...	142 0 0	...	...	...	...	...	...	142 0 0	142 0 0	...	142 0 0	...	...	4 4 10	...	
349 9 6	...	...	...	...	...	...	...	...	349 9 6	349 9 6	...	349 9 6	...	...	4 3 5	4 3 5	
349 9 6	...	...	...	...	...	...	...	...	349 9 6	349 9 6	...	349 9 6	...	...	4 3 5	4 3 5	
349 9 6	...	142 0 0	...	...	...	...	...	...	491 9 6	491 9 6	...	491 9 6	...	...	4 3 10	3 0 3	
...	...	60 0 0	...	...	...	...	...	...	60 0 0	60 0 0	...	60 0 0	...	...	3 8 11	...	
...	...	...	...	...	...	...	...	48 0 0	48 0 0	48 0 0	...	48 0 0	...	...	2 8 5	...	
5977 11 0	...	2407 1 3	...	85 8 0	...	...	...	107 1 9	8577 6 0	8449 10 3	127 11 9	8577 6 0	..	...	5 3 3	3 10 0	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX

TABLE III B.—Government Jail Schools in

Name of Institution.	Locality.	When Established.	Number of pupils on the Rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the Rolls during the year.	Average age.	Number of pupils studying in each Language at the close of the year.						Monthly rate of schooling fee.
			Hindús.	Mahomedans.	Others.	Total.				English.	Urdú.	Hindí.	Persian.	Sanscrit.	Arabic.	
1	2	3	4	5	6	7	8	8a.	8b.	9	9a.	9b.	9c.	9d.	9e.	10
Jail School Lucknow,	Durgá Kheirá Lucknow.	27th Septr. 1867.	44	19	1	64	62	71	21	..	21	43	..	..	..	..
Jail School Sultánpur,	Sultánpur,	1867,	2	..	..	2	2	2	13	..	..	2	..	..	...	..
Total, ..	2 Schools,	..	46	19	1	66	64	73	17	..	21	45	..	..	..	..

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

A.

the Province of Oudh, for the year 1871-72.

Receipts.										Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of Endowment.	Local rate of Assessment	New Local Cess.	Subscriptions, donations &c	Fees fines &c.	Municipal Fund.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	13a.	14	15	15a.	16	17	18	19	20	21	22	23	24	25	26
..	..	..	..	..	..	..	..	360 0 0	360 0 0	360 0 0	..	360 0 0	..	..	5 1 2	..	
..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	
..	..	..	..	..	..	..	..	360 0 0	360 0 0	360 0 0	..	360 0 0	..	..	4 1 10	..	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX A.—(*Continued.*)

Name of Institution.	Locality.	When Established.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over charges.	Excess of charges over Receipts.	Annual cost of educating each pupil. Total cost.	Annual cost of educating each pupil. Cost to Government.	Remarks.
			19	20	21	22	23	24	25	
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
CANNING COLLEGE. College Department.	Amínábád,	January 1866,	25895 15 8½	470 0 0	26365 15 8½	6746 15 7½	...	573 2 9	285 12 5	
School Department.	Ditto, ..	1st April 1864,	17288 4 6½	...	17288 4 6½	2204 4 1½	...	58 3 4	28 11 10	
Oriental Department.	Ditto, ..	Ditto, ..	6524 4 6½	...	6524 4 6½	408 5 1½	...	39 8 8	18 0 4	
Preparatory School.	Ditto, ..	Februay 1870,	5384 4 6½	..	5384 4 6½	1917 1 3½	...	24 0 7	10 1 4	
Law Department.	Ditto, ..	...	3600 0 0	...	3600 0 0	723 11 2	...	124 15 0	36 14 8	
Total, ..	1 College,	...	58692 13 4	470 0 0	59162 13 4	12000 5 4	...	80 0 11	37 14 1	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

TABLE V Private Schools of the Higher Class in the Province of Oudh,

	Name of Institution.	Locality.	When Established.	Number of pupils on the Rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the Rolls during the year.	Average age.	Number of pupils studying in each Language at the close of the year.						Monthly rate of schooling fee.
				Hindús.	Mahomedans.	Others.	Total.				English.	Hindí.	Urdú.	Persian.	Sanscrit.	Arabic.	
	1	2	3	4	5	6	7	8	8a.	8b.	9	9a.	9b.	9c.	9d.	9e.	10
CANNING COLLEGE.	Balrámpur School, ...	Balrámpur, ...	1861	159	37	4	200	140	176	12	96	137	148	58	...	...	1 anna to 2 Rs.
	Total .	1 School, ...	...	159	37	4	200	140	176	12	96	137	148	58	...	...	1 anna to 2 Rs.

LUCKNOW,
OFFICE OF DIRECTOR OF P. I, OUDH,
The 19th June 1872.

A.

Open to Government Inspection for the year 1871-12, (aided by Government.)

Receipts.										Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of Endowment.	Local rate of assessment.	New Local Cess.	Subscriptions, Donations &c.	Fees, Fines &c.	Municipal Fund &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total.	Cost to Government.	
11	12	13	13a.	14	15	15a.	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.				Rs. A. P.	Rs. A. P.				Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
1634 0 0	...	...	...	2050 0 0	267 0 0	...	...	...	3951 9 0	3951 5 6	...	3951 5 6	0 3 6	...	22 7 3	9 4 7	
1634 0 0	...	...	...	2050 0 0	267 9 0	...	...	...	3951 9 0	3951 5 6	...	3951 5 6	0 3 6	...	22 7 3	9 4 7	

COLIN BROWNING, M. A.

Director of Public Instruction, Oudh

TABLE V A.—Private Schools of the Middle Class in the Province of Oudh open to

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Average age.	Number of pupils studying in each Language at the close of the year.						Monthly rate of schooling fee.	From Government.	Proceeds of Endowment.
			Hindús.	Mahomedans.	Others.	Total.				English.	Urdú.	Hindí.	Persian.	Sanscrit.	Arabic.			
1	2	3	4	5	6	7	8	8a	8b	9	9a	9b	9c	9d	9e	10	11	12
																Aided Schools Anglo-Vernacular.	R. A. P.	
Ajodhya Main School, ...	Ajodhya, ...	1865,	111	13	.	124	86	124	15	51	81	81	24	43	...	1 ana to 1 Re.	645 0 0	..
Zaidpur Main School, ...	Zaidpur, ...	20th Dec ,64,	16	18	.	34	33	51	12	12	34	...	34	...	...	1 ana to 2 as.	460 0 0	...
Branch No. 1, ...	.....	October ,70,	3	24	...	27	18	26	11	...	27	...	...	...	...	6 pie to 1 ana.	...	...
Total of Main & Branch Schools,	.....	.....	19	42	...	61	51	77	12	12	61	...	34	...	...	6 pie to 2 as.	460 0 0	...
Fattehpur Main School, ..	Fattehpur, ...	1st Jan. ,65,	60	23	..	83	68	74	12	32	53	41	...	...	...	1 ana to 8 as.	480 0 0	...
Branch No. 1, ...	Ditto, ...	1871,	12	12	..	24	19	20	...	...	23	...	...	...	...	...		
Total of Main & Branch Schools,	.....	.....	72	35	..	107	87	94	12	32	70	...	...	...	...	1 ana to 8 as.	480 0 0	...
Mallawan Main School, ...	Mallawan, ...	1st Jan. ,65,	106	19	..	125	98	128	10	51	74	27	46	...	...	6 pie to 2 as.	296 6 0	..
Evening School, Lucknow, ...	Lucknow, ...	July ,67,	13	5	...	18	18	31	23	18	...	...	...	...	...	1 Re. to 5 Rs.	450 0 0	...
Mahmudabad Main School, ...	Mahmudabad, ...	1st June ,68,	70	44	...	114	71	86	..	30	54	52	16	...	8	1 ana to 1 Re.	1014 0 0	...
Branch No. 1, ...	Gulramau, ...	1869,	21	7	...	28	19	27	...	...	10	20	...	...	..	...	36 0 0	...
Total of Branch Schools, ...	.....	.....	21	7	...	28	19	27	..	...	10	20	...	...	...	...	36 0 0	...
Total of Main & Branch Schools,	.....	.....	91	51	...	142	90	113	...	30	64	72	16	...	8	1 ana to 1 Re.	1050 0 0	...
Akouna Main School, ...	Akouná, ...	10th Sept. ,68,	51	9	...	60	3[illegible]	63	14	22	41	14	8	...	1	1 ana to 2 as.	420 0 0	..
Branch No. 1, ...	Tandua, ...	10th Jan. ,72,	32	4	.	36	1[illegible]	[illegible]	10	...	...	36	...	2	...	. .	...	...
Branch No. 2, ...	Balapur, ...	23rd Jan ,72,	29	1	.	30	17	[illegible]	12	...	30	...	2	...	...	6 pie.	...	..
Total of Branch Schools, ...	.....	.....	61	5	.	66	36	[illegible]	11	...	30	36	2	2	...	6 pie.	...	...
Total of Main & Branch Schools,	.....	.....	112	14	...	126	72	119	13	22	71	50	10	2	1	6 pie to 2 as.	420 0 0	...
Boundí Main School, ...	Boundí, ...	12th Nov. ,68,	72	11	...	83	52	77	13	40	70	20	14	...	...	1 ana to 8 as.	547 4 11	...
Branch No. 1, ...	Rehowa, ...	5th Oct. ,71,	31	3	...	34	23	34	11	...	11	21	4	...	...	6 pie to 8 as.	...	...
Do. No. 2, ...	Golaganj, ...	.....	47	...	...	47	20	44	9	...	21	26	...	...	...	6 pie to 4 as.	...	...
Do. No. 3, ...	Sáingáon, ...	.....	30	2	...	32	21	31	9	...	16	16	...	...	...	6 pie to 4 as.	...	...
Do. No. 4, ...	Baunawh, ...	20th Nov. ,71,	25	2	..	27	15	20	9	...	21	3	3	...	...	6 pie to 3 as.	...	...
Total of Branch Schools, ...	.....	.....	133	7	...	140	79	129	10	...	69	66	7	...	...	6 pie to 8 as.	...	...
Total of Main & Branch Schools,	.....	.....	205	18	...	223	131	206	10	40	139	86	21	...	...	6 pie to 8 as.	547 4 11	...

R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. P. A.	R. A. P.	R. A. P	R. A. P.
...	...	664 0 0	128 9 0	...	...	23 0 0	1460 9 0	1248 6 1	154 4 8	1402 10 9	57 14 3	... 11 4 10	5 3 2
...	...	460 0 0	30 0 0	...	...	...	950 0 0	865 3 6	...	865 3 6	84 12 6	... 16 15 5	9 0 4
...	...	20 0 0	4 9 0	...	...	...	24 9 0	24 7 6	...	24 7 6	0 1 6	... 0 15 1	...
...	...	480 0 0	34 9 0	...	...	...	974 9 0	889 11 0	...	889 11 0	84 14 0	... 11 8 10	5 15 6
...	...	600 0 0	53 15 0	...	...	...	1133 15 0	1133 15 0	...	1133 15 0	...	... 12 1 0	5 1 8
...	...	600 0 0	53 15 0	...	...	...	1133 15 0	1133 15 0	...	1133 15 0	...	... 12 1 0	5 1 8
120 0 0	174 0 0	245 3 10	73 11 6	...	...	...	999 5 4	896 0 7	4 0 0	900 0 7	9 4 9	.. 7 0 6	2 5 0
...	...	151 13 0	308 0 0	...	...	..	909 13 0	904 13 5	1 10 0	906 7 5	3 5 7	... 29 3 10	14 8 3
...	...	1014 0 0	67 11 0	..	...	...	2095 11 0	1906 1 3	116 9 0	2022 10 3	73 0 9	... 23 8 3	11 12 8
...	...	36 0 0	10 8 0	...	...	...	82 8 0	72 0 0	...	72 0 0	10 8 0	... 2 10 8	1 5 4
...	...	36 0 0	10 8 0	...	...	...	82 8 0	72 0 0	...	72 0 0	10 8 0	... 2 10 8	1 5 4
...	...	1050 0 0	78 3 8	...	...	...	2178 3 0	1978 1 3	116 9 0	2094 10 3	83 8 9	... 18 8 7	9 4 8
...	...	600 0 0	28 14 0	...	...	...	1048 14 0	1044 0 0	4 14 0	1048 14 0	...	... 16 10 4	6 10 8
10 9 7	...	...	...	...	...	...	10 9 7	10 9 7	...	10 9 7	...	... 0 5 3	...
24 0 0	...	...	1 14 6	...	...	...	25 14 6	24 0 0	...	24 0 0	1 14 6	... 1 0 0	...
34 9 7	...	...	1 14 6	...	...	...	36 8 1	34 9 7	...	34 9 7	1 14 6	... 0 9 10	...
34 9 7	...	600 0 0	30 12 6	...	...	...	1085 6 1	1078 9 7	4 14 0	1083 7 7	1 14 6	... 9 1 8	3 5 9
...	...	535 15 7	48 6 0	...	...	...	1131 10 6	1123 10 6	8 0 0	1131 10 6	...	... 14 11 0	7 1 8
46 2 5	...	...	15 13 3	...	...	...	61 15 8	61 15 8	...	61 15 8	...	... 1 13 2	...
44 0 0	...	...	2 4 0	...	...	...	46 4 0	46 4 0	...	46 4 0	...	... 1 0 10	...
46 11 3	..	...	2 2 0	...	...	...	48 13 3	48 13 3	...	48 13 3	...	... 1 9 2	...
23 9 7	...	...	1 3 0	...	...	...	24 12 7	24 12 7	...	24 12 7	...	... 1 3 10	...
160 7 3	...	...	21 6 3	...	...	.	181 13 6	181 13 6	...	181 13 6	...	... 1 6 6	...
160 7 3	...	535 15 7	69 12 3	...	...	...	1313 8 0	1305 8 0	8 0 0	1313 8 0	...	... 6 6 0	2 10 6

																	R. A. P.	
Rái Barelí A. M. M. School, ...	Rái Barelí, ..	1866,	44	32	7	83	52	74	16	37	83	37	22	...	...	8 anas.	1046 0 0	...
Branch No. 1, ...	Jahánábad, ..	1869,	6	20	...	26	19	24	12	...	26	...	12	...	...	1 ana.	...	...
Do. No. 2, ...	Madhpurí, ..	1871,	34	2	...	36	27	37	12	...	12	24	...	...	...	Ditto,	...	...
Do. No. 3, ...	Khalisahat, ..	1871,	40	...	...	40	21	32	10	...	...	40	...	...	...	Ditto,	...	...
Do. No. 4, ...	Purrí, ..	1871,	28	...	...	28	17	27	12	...	4	19	5	...	...	Ditto,	...	...
Do. No. 5, ...	Raipúr, ..	1872,	16	14	...	30	19	30	13	...	30	...	30	...	...	Ditto,	...	...
Total of Branch Schools, ...	.....	.....	124	36	...	160	103	150	10	...	72	83	47	...	...	1 ana.	...	...
Total of Main & Branch Schools,	.....	.....	168	68	7	243	155	224	13	37	155	120	69	...	...	1 ana to 8 as.	1046 0 0	...
Hosainabad A. M. School, ...	Lucknow City,	1858,	80	22	2	104	70	94	15	88	20	42	52	10	3	1 ana to 4 as.	2000 0 0	...
Saádatganj ditto, ...	Saádatganj, ..	1865,	48	13	2	63	47	57	12	40	47	16	17	...	...	1 ana to 4 as.	300 0 0	...
Sadar Bazár ditto, ...	Sadar Bazár, ..	June 1866	95	10	4	109	69	91	12	69	45	40	7	2	...	1 ana to 8 as.	480 0 0	...
Hasanganj, ditto, ...	Hasanganj, ..	1866,	54	16	...	70	38	57	13	30	48	44	16	7	...	1 ana to 8 as.	300 0 0	...
Cashmírí Mohalla A. M. School,	Cashmírí Mohalla,	1867,	65	49	...	114	68	88	11	70	52	15	77	...	5	1 ana to 1 Re.	525 0 0	...
Khairabad A. M School. ...	Khairábad, ..	20th Jan. ,62,	50	11	1	62	53	73	14	20	29	39	16	8	...	1 ana to 6 as.	465 0 0	...
Rája-ká-Bazár C. M. School, ...	Rája-ká-Bazár, .. Lucknow City.	July 1859,	224	125	7	356	182	230	14	86	218	147	103	13	7	2 anas to 6 as	1800 0 0	...
Victoria Street ditto, ...	Victoria Street	1867,	82	59	...	141	85	119	13	28	21	45	65	...	...	6 pie to 2 as.	780 0 0	...
Rání Kattra ditto, ...	Rání Kattra, ...	1869,	61	20	...	81	60	77	14	35	34	21	26	3	...	6 pie to 2 as.	445 0 0	...
Nakhkás-ká-pul ditto, ...	Nakhkas-ká-pul,	1867,	58	40	...	98	65	77	12	43	60	30	26	2	6	6 pie to 2 as.	445 0 0	...
Total of Main Schools, ...	19 Schools, ..	.....	1372	551	23	1946	1270	1691	13	802	1087	670	569	88	30	6 pie to 5 Rs.	12898 10 11	...
Total of Branch Schools, ...	14 Schools, ...	.....	342	79	...	421	255	388	8	...	208	205	56	2	...	6 pie to 8 as.	36 0 0	...
Total of Main & Branch Schools,	19 Schools with 14 Branches	.....	1714	630	23	2367	1525	2079	10	802	1295	875	625	90	30	6 pie to 5 Rs	12934 10 11	...
																Non-aided Schools Anglo-Vernacular		
Bhinga School, ...	Bhinga, ...	March 1869,	67	6	...	73	57	74	...	36	52	21	14	...	...	1 ana.	...	...
Total, ...	1 School, ..	.....	67	6	...	73	57	74	...	36	52	21	14	...	...	1 ana.	...	...
Total of Middle Class Anglo-Vernacular Aided and Non-Aided Schools,	20 Schools with 14 Branches. ...	.....	1781	636	23	2440	1582	2153	10	838	1347	896	639	90	30	6 pie to 5 Rs.	12934 10 11	...

R. A. P.	R. A. P.	R. A. P	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.	R. A. P.
...	...	654 0 0	44 3 0	...	50 13 3	296 15 9	2092 0 0	2092 0 0	...
...	...	...	4 8 0	...	...	57 8 0	62 0 0	62 0 0	...
...	...	...	6 0 0	...	...	61 0 0	67 0 0	67 0 0	...
...	...	...	1 0 0	...	...	69 0 0	70 0 0	70 0 0	...
...	...	...	2 8 0	...	...	37 0 0	40 0 0	40 0 0	...
...	...	...	...	...	...	15 0 0	15 0 0	15 0 0	...
...	...	...	14 0 0	...	...	240 0 0	254 0 0	254 0 0	...
...	...	654 0 0	58 3 0	...	50 13 3	536 15 9	2346 0 0	2346 0 0	...
...	...	...	100 0 0	...	66 7 3	2056 5 9	4222 13 0	4222 13 0	...
...	...	...	40 14 0	...	...	297 11 6	638 9 6	638 9 6	...
...	...	...	141 1 0	...	...	283 3 9	904 4 9	893 11 9	...
...	...	...	43 12 6	...	...	374 3 6	718 0 0	718 0 0	...
...	...	...	66 4 0	...	...	414 7 0	1005 11 0	1005 11 0	...
...	...	586 8 0	70 0 0	134 0 0	...	...	1255 8 0	1105 8 0	150 0 0
...	...	200 0 0	155 0 0	...	...	1445 0 0	3600 0 0	3500 0 0	100 0 0
...	...	...	40 12 0	...	...	739 4 0	1560 0 0	1498 0 0	62 0 0
...	...	...	34 14 0	...	...	410 2 0	890 0 0	832 0 0	58 0 0
...	...	...	35 4 0	...	...	409 12 0	890 0 0	841 13 0	48 3 0
120 0 0 195 0 10	174 0 0 ...	5711 8 5 56 0 0	1511 8 0 52 5 9	134 0 0 ...	117 4 6 .	6750 1 3 240 0 0	27416 12 1 579 6 7	26470 4 7 566 14 7	707 8 8 ...
315 0 10	174 0 0	5767 8 5	1563 8 9	134 0 0	117 4 6	6990 1 3	27996 2 8	27037 3 2	707 8 8
...	...	804 0 0	...	...	...	...	804 0 0	804 0 0	...
...	...	804 0 0	...	...	...	...	804 0 0	804 0 0	
315 0 10	174 0 0	6571 8 5	1563 8 9	134 0 0	117 4 6	6990 1 3	28800 2 8	27841 3 2	707 8 8

A.

Government Inspection for the year 1871-72, (Aided and Unaided by Government.)

Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Local rate of Assessment.	New Local Cess.	Subscriptions, Donations &c.	Fees, Fines &c.	Municipal Fund.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
13	13a	14	15	15a	16	17	18	19	20	21	22	23	24	25	
120 0 0	51 0 0	76 6 1	16 0 0	...	...	...	342 2 10	342 2 10	...	342 2 10	...	...	5 11 3	1 5 0	
120 0 0	90 0 0	106 0 0	49 1 6	...	...	5 6 9	496 8 3	496 8 3	...	496 8 3	...	...	4 11 7	1 3 2	
8 0 0	...	...	6 0 0	...	...	...	14 0 0	12 0 0	2 0 0	14 0 0	...	...	0 14 2	...	
128 0 0	90 0 0	106 0 0	55 1 6	...	...	5 6 9	510 8 3	508 8 3	2 0 0	510 8 3	...	...	3 12 1	0 14 9	
...	...	100 12 0	19 4 0	...	...	...	240 0 0	240 0 0	...	240 0 0	...	...	4 0 0	2 0 0	
...	...	255 0 9	41 13 6	...	...	...	551 15 0	551 15 0	...	551 15 0	...	...	6 9 1	3 0 7	
...	...	220 0 0	22 8 0	...	...	...	462 8 0	462 8 0	...	462 8 0	...	...	7 2 0	3 6 1	
37 10 10	4 0 0	282 0 0	35 10 0	...	...	...	641 4 10	637 4 10	...	637 4 10	4 0 0	...	4 12 1	2 1 8	
...	14 0 0	230 4 8	32 2 6	...	...	...	506 11 10	492 11 10	...	492 11 10	14 0 0	...	6 13 6	3 2 8	
...	...	224 0 0	24 9 6	...	...	...	472 9 6	472 9 6	...	472 9 6	...	...	6 6 2	3 0 5	
...	...	205 8 0	27 12 0	...	..	...	438 12 0	438 12 0	...	438 12 0	...	...	6 10 4	3 1 10	
56 0 0	...	218 3 0	17 6 0	...	...	...	509 12 0	509 12 0	...	509 12 0	...	...	7 1 3	3 0 6	
...	4 0 0	218 12 0	24 14 0	...	...	...	466 6 0	462 6 0	...	462 6 0	4 0 0	...	7 7 4	3 8 5	
16 9 9	...	465 13 2	46 12 0	...	...	...	778 8 3	706 5 6	68 0 6	774 6 0	4 2 3	...	7 10 8	2 7 6	
25 0 0	...	30 0 0	14 8 0	...	...	..	69 8 0	69 8 0	...	69 8 0	...	...	1 14 10	...	
25 0 0	...	30 0 0	12 14 0	...	...	...	67 14 0	67 14 0	...	67 14 0	...	...	1 15 11	...	
25 0 0	...	30 0 0	7 6 6	...	...	...	62 6 6	62 6 6	...	62 6 6	...	...	3 1 11	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
75 0 0	...	90 0 0	34 12 6	...	...	...	199 12 6	199 12 6	...	199 12 6	...	..	1 10 1	..	
91 9 9	...	555 13 2	81 8 6	...	...	...	978 4 9	906 2 0	68 0 6	9[illegible]	4 2 3	...	4 6 10	1 2 1	
...	...	160 15 0	30 6 9	...	...	...	335 5 9	320 6 9	14 15 0	335 5 [illegible]	...	...	5 6 6	2 5 2	
...	...	180 0 0	21 7 0	...	...	58 1 6	439 8 6	391 5 3	48 3 3	439 8 6	...	...	7 9 3	3 1 8	
120 0 0	87 0 0	105 15 3	59 6 0	...	...	...	504 13 3	504 13 3	...	504 13 3	...	...	4 12 11	1 4 2	
...	432 0 0	96 0 0	57 10 6	...	...	0 6 0	706 0 6	706 0 6	...	706 0 6	...	...	6 4 10	1 1 1	
6 0 0	...	...	1 1 0	...	...	3 4 0	10 5 0	10 5 0	...	10 5 0	...	...	0 6 10	...	
6 0 0	432 0 0	96 0 0	58 11 6	...	...	3 10 0	716 5 6	716 5 6	...	716 5 6	...	...	5 4 3	0 14 1	
470 4 7	682 0 0	3145 9 11	526 11 3	...	...	63 14 3	7892 14 6	7735 9 6	131 2 9	7866 12 3	26 2 3	...	6 1 5	2 5 2	
89 0 0	...	90 0 0	41 13 6	..	...	3 4 0	224 1 6	222 1 6	2 0 0	224 1 6	...	...	1 4 7	...	
559 4 7	682 0 0	3235 9 11	568 8 9	...	...	67 2 3	8117 0 0	7957 11 0	133 2 9	8090 [illegible] 9	26 2 3	...	5 8 2	2 0 9	
874 5 5	856 0 0	9807 2 4	2132 1 6	134 0 0	117 4 6	7057 3 6	36917 2 8	35798 14 2	840 11 5	36639 9 7	[illegible]	and	[illegible] 2 0	4 6 9	

COLIN

Director [illegible]

A.

Government Inspection, for the year 1871-72, (aided and un-aided by Government.)

Receipts.										Charges.					Annual cost of educating each pupil.		
From Government.	Proceeds of Endowment.	Local rate of Assessment.	New Local Cess.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Municipal Fund.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government.	Remarks.
11	12	13	13a	14	15	15a	16	17	18	19	20	21	22	23	24	25	26
R. A. P.		R. A. P.		R. A. P.	R. A. P.			R. A. P.	R. A. P	R. A. P.	R. A. P	R. A. P.			R. A. P.	R. A. P.	
...	...	...	...	63 0 0	...	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	3 11 4	...	
...	...	...	...	51 0 0	...	...	...	...	51 0 0	48 0 0	3 0 0	51 0 0	...	...	8 8 0	...	
...	...	...	..	57 12 0	...	...	...	...	57 12 0	55 0 0	2 12 0	57 12 0	...	...	8 4 0	...	
...	...	...	...	75 0 0	...	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	2 12 8	...	
...	...	...	...	75 0 0	...	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	..		5 12 4	...	
...	...	...	...	75 0 0	...	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	1 14 0	...	
...	..	...	...	75 0 0	...	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	..	...	3 6 6	...	
...	...	...	...	75 0 0	...	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	2 10 10	...	
...	...	...	...	63 0 0	...	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	4 3 2	...	
...	...	...	...	63 0 0	...	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	.	...	6 4 10	...	
...	...	46 10 10	...	152 14 0	13 12 0	...	...	...	213 4 10	205 14 9	7 6 1	213 4 10	...	...	1 8 9	...	
...	...	13 6 5	...	180 0 0	9 5 0	...	...	...	202 11 5	202 11 5	...	202 11 5	...	...	2 4 5	...	
...	...	125 12 11	...	144 0 0	13 6 0	...	...	16 9 0	299 11 11	284 15 11	14 12 0	299 11 11	...	...	3 14 3	...	
...	...	35 9 7	...	...	3 2 3	...	...	...	38 11 10	38 11 10	...	38 11 10	...	..	1 0 3	...	
...	...	12 0 0	...	...	1 5 6	...	...	...	13 5 6	13 5 6	...	13 5 6	...	...	0 5 11	...	
...	...	10 0 0	...	...	0 7 6	...	...	...	10 7 6	10 7 6	...	10 7 6	...	...	0 5 7	...	
...	...	57 9 7	...	...	4 15 3	...	...	...	62 8 10	62 8 10	...	62 8 10	..	..	0 9 7	...	
...	...	183 6 6	...	144 0 0	18 5 3	...	...	16 9 0	362 4 9	347 8 9	14 12 0	362 4 9	...	...	2 0 0	...	
...	...	84 0 0	...	...	5 13 9	..	...	...	89 13 9	89 13 9	...	89 13 9	..	...	3 11 11	...	
...	...	179 2 0	...	...	10 14 0	...	...	...	190 0 0	190 0 0	...	190 0 0	...	...	3 4 8	...	
...	...	...	...	228 0 0	...	...	...	...	228 0 0	228 0 0	...	228 0 0	...	...	11 6 5	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	449 0 2	...	1377 10 0	53 2 9	...	...	16 9 0	1896 5 11	1844 7 10	51 14 1	1896 5 11	..	...	2 15 5	...	
...	...	57 9 7	...	...	4 15 3	...	...	...	62 8 10	62 8 10	...	62 8 10	...	..	0 9 7	...	
...	...	506 9 9	...	1377 10 0	58 2 0	...	...	16 9 0	1958 14 9	1907 0 8	51 14 1	1958 14 9	...	...	2 10 1	..	
839 7 9	...	593 1 7	...	2205 1 9	109 3 0	...	...	124 9 0	3871 7 1	3783 9 0	87 14 1	3871 7 1	...	...	3 5 9	0 11 8	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE VI. A.-Private Female Schools in the Province of Oudh, open to Govt.

Name of Institution.	Locality.	When Established.	No. of pupils on the Rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the Rolls during the year.	Average age.	No. of pupils studying in each Languge at the close of the year.						Monthly rate of schooling fee.	From Government	Proceeds of Endowment.
			Hindus.	Muhammadans.	Others.	Total.				English.	Urdú.	Hindi.	Persian.	Sanscrit.	Arabic.			
1	2	3	4	5	6	7	8	8a.	8b	9	9a	9b	9c	9d	9e	10	11	12
																Middle Class Schools,	Rs. A. P.	Rs. A. P
La Martiniere Girls' School, Lucknow.	Lucknow City.	1859	...	..	40	40	45	63	10	40	...	...	...	...	...	4 Rs. to 20.	2880 0 0	4800 0 0
																Lower Class Schools,		
Christian A. M. Girls' School.	Lucknow City, American Mission.	April 1870,	...	...	53	53	34	39	10	53	53	...	...	..	...	...	90 0 0	...
Husainganj Do. ...		May 1871,	4	10	1	15	15	19	9	...	10	5	...	...	...	...		
Mukarimnagar ...		1869,	13	1	...	14	9	19	8	...	...	14	..	..	...	...		
Patanalá Do. ...		Aug. 1871,	...	23	...	23	18	23	13	...	23	...	...	...	.	...	900 0 0	...
Nakhkhás Do. ...		1870,	...	22	...	22	18	22	12	...	22	...	...	...	...	...		...
Naubastá Do. ...		1865,	...	18	...	18	15	22	11	...	18	...	...	...	...	...		
Chaupatyá Do. ...		April 1870,	22	4	...	26	14	22	9	...	...	26	...	...	...	...		
Raja ka bazár C. M. Girls School.	Lucknow City, Anglican Mission.	1866,	...	25	...	25	18	22	14	...	25	..	...	..	...	...		
Nakhkhás Do. ...		1871,	...	19	...	19	17	22	12	...	19	...	...	...	...	...	951 0 0	
Goláganj Do. ...		1865,	...	21	...	21	11	18	15	...	21	...	...	...	...			
Christian and Bázár, Do. ...		1860,	...	27	8	35	23	34	7	8	35	...	...	...	...			
Zanana Mission Agency, Lucknow,	Lucknow City,	1870,	58	82	...	140	75	75	..	8	73	1	58b	...	...	1 Re. to 2 Rs	830 0 0	
Total,	...	12 Schools,	97	252	62	411	267	337	10	69	299	46	58	...	...	1 Re to 2 Rs.	2771 0 0	4800 0 0
Total,	13 Schools	...	97	252	102	451	312	400	10	109	299	46	58	...	..	1 Rupee to 20 Rupees	5651 0 0	4800 0 0

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June, 1872.

A.

Government inspection in the Province of Oudh for the year 1871-72.

Receipts.										Charged.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of Endowment.	Local rate of Assessment	New Local Cess.	Subscriptions Donations &c	Fees, Fines &c.	Municipal Fund.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
11	12	13	13a	14	15	15a	16	17	18	19	20	21	22	23	24	25	26
...	...	...	...	...	4,006 8 0	...	..	...	4,006 8 0	4,006 8 0	..	4,006 8 0	..	..	3 5 0	..	
...	...	...	...	3060 8 0	...	...	...	...	3,060 8 0	3,060 8 0	..	3,060 8 0	..	..	5 5 0	..	
...	...	..	...	...	3,284 4 0	...	...	...	3,284 4 0	3,284 4 0	..	3,284 4 0	..	..	6 9 4	..	
..	...	...	...	...	2,159 4 0	...	...	...	2,159 4 0	2,159 4 0	..	2,159 4 0	..	..	..	..	
..	...	..	...	2328 0 0	716 0 0	...	...	...	3,044 0 0	3,044 0 0	..	3,044 0 0	..	..	8 10 10	..	
...	...	...	...	...	7 0 0	..	...	414 0 0	421 0 0	421 0 0	..	421 0 0	...	..	5 13 6	..	
...	...	...	...	...	45 5 0	..	..	122 12 0	168 1 0	168 1 0	..	168 1 0	..	..	...	...	
...	10 8 0	...	...	...	5 14 0	..	..	...	16 6 0	16 6 0	...	16 6 0	..	..	...	...	
...	...	...	...	...	709 0 0	..	..	407 0 0	1,116 0 0	1,116 0 0	...	1,116 0 0	..	..	4 3 5	..	
...	...	...	...	...	378 0 0	..	...	1,470 0 0	1,848 0 0	1,470 0 0	378 0 0	1,848 0 0	..	..	5 13 1	..	
...	...	...	...	...	1,244 4 0	..	..	...	1,244 4 0	1,244 4 0	..	1,244 4 0	..	...	8 13 2	..	
...	...	...	...	...	50 6 0	..	..	..	50 6 0	50 6 0	...	50 6 0	..	...	0 4 0	..	
...	10 8 0	...	...	5,388 8 0	12,605 13 0	..	...	2,413 12 0	20,418 9 0	2,0010 9 0	378 0 0	20,418 9 0	..	...	5 9 11	...	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

TABLE VII.—Government Institutions for Special or Professional Education

Name of Institution.	Locality.	When established	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year	Average age	Number of pupils studying in each language at the close of the year						Monthly rate of schooling fee.	From Government.
			Hindús.	Mahomedans.	Others.	Total.				English.	Urdú	Hindi	Persian.	Sanscrit	Arabic.		
1	2	3	4	5	6	7	8	8a	8b	9	9a	9b	9c	9d	9e	10	11
Male Normal school, Lucknow.	Lucknow, ...	1st Septr. 1864	101	50	...	151	133	139	22	...	151	151	101	...	...	3 Rs. to 6 Rs.	5,451 7 2
Female Normal school, Golaganj.	Golaganj, ...	2nd Septr. 1867	...	5	...	5	3	4	30	...	5	...	...	...	...	...	120 0 0
Hindú Female Normal school, Mahabad.	Munshiganj,	10th Augt. 1871	10	...	..	10	9	9	37	...	1	10	...	...	...	...	...
Mahomedan Female Normal school, Mahhabad.	Mirzaganj, ..	1st Octr. 1871	...	16	...	16	12	13	23	...	16	...	8	...	14	...	485 0 0
Ditto, Pihani.	Pihani, ...	August 1871	5	...	...	5	5	5	16	...	...	5	...	...	...	...	123 14 0
Total of Female Normal schools,	4	...	15	21	...	36	29	31	26	...	22	15	8	...	14	...	728 14 0
Total of Male and Female Normal schools.	5	...	116	71	...	187	162	170	24	...	173	160	109	...	14	3 Rs. to 6 Rs.	6,180 5 2

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

A.

Inspection, for the year 1871-72, (aided by Government.)

Receipts.								Charges.						
Local rate of Assessment.	New Local Cess.	Subscriptions, Donations &c.	Fees, fines. &c.	Municipal Fund.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Cost to Government.
13	13a	14	15	15a	16	17	18	19	20	21	22	23	25
		RS. A. P.	RS. A. P,		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P	RS. A	
...	..	517 0 0	4094 1 2	...	133 10 6	110 7 3	12535 2 11	10581 7 0	3761 10 2	14343 1 2	...	1807 1	
...	...	...	...	...	...	280 0 0	370 0 0	370 0 0	...	370 0 0	...	...	3 0
...	...		...	...	...	1036 3 6	1936 3 6	1691 11 0	244 8 6	1936 3 6	...	...	0 0
...	...												
...	...												
...	...												
...	...												
...	...	1089 2 9					2040 2 9	1878 0 0	162 2 9	2040 2 9	...	...	1 11
...	...	1331 0 0	214 0 0	...	146 0 0	...	2521 0 0	1586 0 0	857 0 0	2443 0 0	78 0 0	...	5
...	...	2420 2 9	214 0 0	...	146 0 0	1316 3 6	6867 6 3	5525 11 0	1263 11 3	6789 6 3	78 0 0	...	2
...	...	2937 2 9	4308 1 2	..	279 10 6	1426 10 9	19402 9 2	16107 2 0	5025 5 5	21132 7 5	78 0 0	1807	

COLIN

TABLE VIB. Private Schools of the Lower Class (Indigenous Schools) open to

Name of Institution.	District	Number of Schools.	When Established.	No. of pupils on the Rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the Rolls during the year.	Average Age.	No. of pupils studying in each Language at the close of the year.						Monthly rate of Schooling fee.
				Hindus.	Mahomedans.	Others.	Total.				English	Urdu	Hindi.	Persian.	Sanskrit	Arabic.	
1	2	2a.	3	4	5	6	7	8	8a.	8b	9	9a	9b	9c	9d	9e	10
	Lucknow, ..	103	...	920	290	..	1,210	900	1,210	...	...	10	651	486	32	31	2 annas to 10 Rs.
	Bára Banki, ..	81	...	255	367	..	622	482	576	12	...	40	142	387	25	28	2 annas to 1 Rs.
	Unáo, ..	55	...	297	195	...	492	349	499	9	..	8	68	435	14	12	... ...
	Sítápur, ..	73	...	288	98	..	386	...	...	15	4	..	25	191	70	21	... ...
	Hardui, ..	52	...	233	140	..	373	344	352	12	...	3	170	160	27	25	4 annas to 5 Rs
	Kheri, ..	15	...	62	20	..	82	63	72	12	...	...	7	32	38	5	4 annas to 2 Rs
	Faizabad, ..	53	...	339	80	..	419	...	...	...	...	2	98	210	109	...	... ...
	Gonda, ..	7	1,857-1,872	52	13	..	65	...	...	13	...	...	32	15	15	3	6 pie to 4 annas
	Bharaich, ..	18	...	150	123	..	273	206	265	...	...	26	124	115	15	15	1 anna to 2 Rs
	Rái Bareli, ..	56	...	233	82	..	315	315	315	14	...	3	61	83	71	16	... ...
	Sultánpur, ..	20	...	115	26	..	141	101	141	...	...	8	53	73	...	7	2 annas to 1 Re.
	Pratábgarh, ..	35	1,868-1,872	178	48	..	226	180	202	12	...	...	34	75	91	26	... ...
	Total,	568	...	3,122	1,482	...	4,604	2,940	3,632	8	4	100	1,465	2,262	507	189	6 pie to 10 Rs.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 19th June 1872.

A.

(including Normal Schools), in the Province of Oudh for 1871-72.

Receipts									Charges			Excess of receipts over charges	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Proceeds of endowment	Local rate of assessment	New local cess.	Subscriptions, donations, &c.	Fees, fines, &c.	Municipal Fund.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
12	13	13a	14	15	15a	16	17	18	19	20	21	22	23	24	25	
...	9,561 5 8	...	...	...	...	...	107 15 0	15,120 11 10	14,518 0 10	602 11 0	15,120 11 10	...	...	108 12 6	39 3 6	
...	101 11 0	...	..	...	...	...	...	221 11 0	221 11 0	...	221 11 0	..	...	55 6 9	30 0 0	
...	177 1 0	...	...	...	...	...	...	177 1 0	177 1 0	...	177 1 0	...	...	19 10 9	...	
...	130 14 0	...	..	..	...	..	...	615 14 0	615 14 0	..	615 14 0	...	...	17 10 11	37 4 11	
...	229 8 0	...	...	...	...	...	...	353 6 0	353 6 0	...	353 6 0	...	...	70 10 9	24 12 5	
.	639 2 0		...	...	...	...	...	1,368 0 0	1,368 0 0	...	1,368 0 0	...	...	14 2 1	23 8 2	
..	10,200 7 8	...	...	...	...	...	107 15 0	16,488 11 10	15,886 0 10	602 11 0	16,488 11 10	..	...	96 15 10	36 5 8	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX A.

Table IX.—Abstract of attendance at the above Institutions during the year 1871-72.

		Number attending Colleges.	Number attending Higher Class Schools.	Number attending Middle Class Schools.	Number attending Lower Class Schools.	Total.	REMARKS.
General Education,	Government,	..	2,340	7,390	33,499	43,229	
	Private, ..	720	200	4,023	6,237	11,180	
Special Education,	Government,	..	151	..	36	187	
	Private, ..	...	...	..	..	..	
Total, ..		720	2,691	11,413	39,772	54,596	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE X.—Abstract of Receipts and Charges at the above Institutions for the year 1871-72.

		Receipts.					Charges.				
		Colleges	Higher Class Schools.	Middle class schools.	Lower class schools.	Total.	Colleges	Higher class schools.	Middle class schools.	Lower class schools	Total.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
General Education.	Government,	...	53,319 4 0	59,299 2 5	94,600 6 11	2,07,218 13 4	...	53,244 12 0	59,009 2 5	94,600 6 11	2,06,854 5 4
	Private, ...	71,163 2 8	3,951 9 0	49,452 5 7	31,157 6 4	1,55,724 7 7	59,162 13 4	3,951 5 6	50,982 10 9	31,079 6 4	1,45,176 3 11
Special Education	Government	...	15,120 11 10	...	1,368 0 0	16,488 11 10	...	15,120 11 10	...	1,368 0 0	16,488 11 10
	Private, ...	...	...	...	...	...	...	...	...	...	...
Total, ...		71,163 28	72,391 8 10	1,08,751 8 0	1,27,125 13 3	3,79,132 0 9	59,162 13 4	72,316 13 4	1,09,991 13 2	1,26,947 13 3	3,68,519 5 1

Remarks

The following items have been omitted in the receipts and charges:—

	Rs	A	P
(1) —Books, &c., purchased from Imperial Funds, .. .	8,739	7	5
(2) —Ditto ditto, from the Rural Cess,	11,368	15	11
(3).—Ditto ditto, from the New Local Rate, ...	221	8	0
(4).—Prizes given to pupils from Imperial Funds, ..	1,999	15	5
(5) —Ditto ditto, from the Rural Cess,	2,150	3	1
(6) —Buildings and repairs paid from the Imperial Fund, ...	1,402	3	6
(7) —Ditto ditto, from the Rural Cess,	17,468	0	8
(8).—Ditto ditto, from the New Local Rate,	1,000	0	0
(9).—Ditto ditto, from the general subscriptions, .	2,119	0	0
(10) —Encouragement of Vernacular Literature paid from the Imperial Funds,	1,249	9	0
	48,219	15	0

LUCKNOW
OFFICE OF DIRECTOR OF P I, OUDH.
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

Table XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1871-72.

	Colleges.			Higher class Schools.			Middle class schools.			Lower class schools.			Total.			Remarks.
	Rs.	A.	P	Rs.	A	P.	Rs	A.	P.	Rs.	A.	P.	Rs	A	P.	
General Education.	* 27,992	2	4	† 1,634	0	0	‡ 18,948	11	1	¶ 3,629	7	9	52,204	5	2	* This item includes Rs 2 195 5 3 on account of College scholarships Rs. 426 13 1 on account of School scholarships and Rs. 70 on account of Prizes † This item includes Rs. 71 0 0 on account of scholarships ‡ This item includes the following repair and furniture grants, *Repair Grants.* Pilhani school Rs. 80 0 0 Begamganj Rs 49 9 8 129 9 8 *Furniture Grant* Paraspur school 9 5 4 Total Rs 138 15 0 ¶ This item includes the following repair grants, Sikandrabad school Rs 13 5 4 Aligarh " 1 10 8 Dhowrehra " 4 0 0 Total " 19 0 0
Special Education,	...			...			..			..			...			
Total,	27,992	2	4	1,634	0	0	18,948	11	1	3,629	7	9	52,204	5	2	

LUCKNOW
OFFICE OF DIRECTOR OF P I, OUDH.
The 19th June 1872.

COLIN BROWNING, M. A,
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XII.—Progressive Statement of attendance and cost of education at each Institution for the last five years.

Name of Institution.	1867-68			1868-69			1869-70			1870-71			1871-72.		
	Average attendance	Total cost	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost	Cost of each pupil's education	Average number of pupils on the rolls	Total cost	Cost of each pupil's education	Average number of pupils on the rolls	Total cost	Cost of each pupil's education
GOVERNMENT SCHOOLS.		Rs As P	Rs. As P		Rs As. P	Rs As P		Rs. As P	Rs As P		Rs. As P	Rs As P		Rs As P	Rs As P
ZILA SCHOOLS															
Bára Banki School with 4 Branches,	160	4034 10 3	25 3 5	212	4547 4 5	21 7 2	190	4464 0 0	23 7 10	220	4975 12 10	22 9 10	267	5678 6 7	21 4 3
Unáo ditto with 3 ditto	196	4957 0 3	25 4 7	174	5183 14 6	31 8 1	157	5077 15 0	36 2 7	242	5790 2 8	23 14 9	272	5981 7 8	21 15 10
Sítápur ditto with 4 ditto	136	5076 15 10	37 5 3	207	5717 4 8	27 9 11	199	5762 10 4	28 15 3	196	6198 1 2	31 7 6	273	6551 8 0	24 0 0
Hardui ditto with 3 ditto	119	3554 11 3	29 13 11	130	4104 1 8	29 8 4	126	4518 4 5	35 13 8	173	4957 7 7	28 10 5	206	5003 8 7	24 4 7
Lakhimpur ditto with 1 ditto	98	3665 13 0	37 6 6	116	3609 14 1	31 1 11	163	4390 11 3	26 14 11	158	4463 13 9	28 1 0	158	4546 15 8	28 12 5
Faizabad ditto with 4 ditto	346	8599 2 6	24 9 5	425	10511 14 7	24 12 10	414	13247 5 9	29 13 1	506	13397 15 3	26 7 7	540	13680 13 2	25 4 11
Gonda ditto with 2 ditto ..	124	3819 13 1	30 12 10	201	4320 1 4	21 7 10	206	5030 14 6	18 15 1	292	4183 6 6	15 5 7	269	4050 13 6	15 8 10
Bharaich ditto with 3 ditto				110	5042 8 2	45 13 5	121	5251 0 8	43 6 1	207	5329 9 11	25 11 11	240	5026 1 3	20 2 11
Rái Bareli ditto with 3 ditto	171	4624 10 9	27 0 8	265	5524 12 6	20 13 7	208	6772 3 6	25 1 3	258	7495 9 0	31 7 2	260	7204 7 4	27 11 1
Sultánpur ditto with 1 ditto .	192	4245 10 0	22 1 9	188	4523 2 1	21 2 3	167	4781 15 1	27 6 11	160	4527 15 6	28 4 9	180	4597 9 0	25 8 8
Pratábgarh ditto with 1 ditto	114	3757 10 4	32 15 4	160	4182 3 9	26 2 2	165	3636 9 4	22 0 7	157	3394 6 0	24 12 5	154	3528 15 0	22 14 8
ANGLO-VERNACULAR TOWN SCHOOLS															
Darriabad School with 1 Branch,	103	1723 4 9	16 11 8	118	1733 9 9	14 11 0	104	1638 12 0	15 12 1	102	1353 2 11	13 4 3	142	1413 10 1	10 2 8
Radaulí ditto with 1 ditto ..	61	1473 14 6	23 0 5	104	1498 4 2	14 6 6	81	1241 0 0	15 5 1	61	1305 5 8	20 6 4	159	1392 4 0	8 12 2
Ramnagar ditto with 2 Branches	65	631 6 8	9 12 1	73	917 11 7	12 9 1	65	970 7 6	14 11 2	64	993 12 0	15 9 0	118	1022 10 1	8 10 8
Haidargarh ditto with 2 ditto	73	1235 12 6	16 13 0	67	1229 14 7	18 13 3	61	1216 15 0	19 0 2	82	1228 11 0	14 15 9	108	1347 1 0	12 7 7
Purwa ditto with 2 ditto	201	2410 12 5	11 15 10	183	2253 1 3	12 5 0	158	1904 5 0	12 0 10	155	1857 8 9	11 15 9	211	1920 3 3	9 1 7
Biswán ditto with 2 ditto	125	1706 14 9	13 10 5	153	1799 11 6	11 12 2	135	1723 13 6	12 12 1	121	1603 12 0	12 14 11	149	1711 2 6	11 7 9
Shahabad ditto with 4 ditto	288	3880 3 1	13 7 6	104	3059 12 2	15 7 2	175	2436 12 10	13 14 2	263	2145 11 1	8 2 6	278	2314 2 2	8 6 11
Bilgrám ditto with 3 ditto	119	2841 4 2	23 14 5	125	2382 6 5	19 0 7	151	2276 1 10	15 1 2	152	1497 4 0	9 13 7	193	1552 6 0	8 0 8
Sandíla ditto with 4 ditto	117	2113 3 1	14 6 0	172	2305 1 5	13 11 4	158	1988 3 7	12 7 3	167	1395 1 6	8 5 1	250	1584 2 10	6 5 5
Muhammadí ditto with 1 ditto	119	1509 10 4	12 10 11	126	1669 12 0	13 1 6	118	1438 0 8	12 2 11	127	1552 5 6	12 3 7	149	1640 1 6	11 11 5
Gola Gokarn ditto with 3 ditto	76	1013 8 1	13 5 4	66	1149 15 9	17 6 9	59	1078 2 6	18 4 4	87	1161 8 6	13 5 7	191	1395 6 8	7 4 11
Akharpur ditto with 2 ditto	90	1394 15 6	15 7 11	83	1471 0 0	17 11 6	81	1382 3 0	17 1 0	93	1130 15 0	15 6 2	180	1644 1 0	9 2 2
Tanda ditto with 1 ditto	162	1436 15 11	8 13 11	119	1556 13 8	11 1 11	150	1656 10 0	11 0 8	135	1811 0 0	13 6 4	140	1805 2 5	12 4 4
Atraula school	74	1440 11 3	19 7 6	81	1428 12 6	17 10 2	95	1316 14 4	14 2 10	95	1305 9 0	13 11 10	104	1364 13 0	13 1 11
Colonelganj, ditto with 2 branches	75	949 12 6	12 10 7	85	933 9 4	13 11 10	95	829 3 5	8 11 6	106	1068 12 9	9 8 3	201	1183 7 10	5 15 2
Nawábganj ditto . .	95	1345 11 7	14 2 7	123	1369 12 6	11 2 2	109	1137 10 6	10 6 11	114	1067 13 6	9 5 10	99	998 8 4	10 1 5
Jais ditto with 1 branch ...	105	1576 5 9	15 0 2	105	1381 2 9	13 2 5	91	1457 11 0	16 0 3	102	1459 0 6	14 4 10	117	1645 12 4	14 1 1
Inhona ditto with 2 branches	81	1276 8 6	15 12 1	85	1229 10 6	14 7 5	76	1105 12 0	14 8 9	64	1134 12 6	17 11 8	107	1216 4 6	11 5 10
Kakori ditto .. .	...	...	...	..	...	...	109	288 8 0	2 10 4	82	280 13 9	3 6 9	81	457 12 6	5 10 5

Vernacular Town Schools.																								
Kursi school with 2 branches ...	86	716	9	0	8	5	4	127	700	11	0	5	8	3	113	649	6	0	5	11	11	113	771	3	7	6	13	2	134	700	13	4	5	3	8
Saffipur ditto with 2 ditto ...	86	610	3	6	7	1	6	129	819	14	7	6	5	8	133	836	10	6	6	4	7	145	820	12	0	5	10	6	148	838	1	0	5	10	7
Chamrauli ditto with 1 branch ...	82	572	2	3	7	0	5	105	593	14	0	5	7	5	143	579	7	6	4	0	10	119	712	11	6	5	15	10	118	634	15	1	5	6	1
Behar ditto (Unáo), ...	72	509	14	6	7	1	3	106	630	12	2	5	15	2	101	623	15	6	6	2	10	98	511	13	4	5	3	7	92	522	13	0	5	10	11
Bhagwantnagar school	...	...			...			...	...			...			81	76	3	5	0	15	0	80	461	6	6	5	12	3	81	419	9	2	5	2	11
Murababad ditto	...	...			...			89	219	9	9	2	7	6	110	447	6	0	4	1	0	78	404	2	6	5	2	11	64	387	9	6	6	11	0
Neotni... ditto	36	358	5	0	9	15	3	53	639	2	0	12	0	11	62	672	10	0	10	13	6	57	734	6	0	12	14	1	46	379	15	6	8	4	2
Morawan ditto	...	...			...			101	190	7	1	1	14	1	112	338	13	0	3	0	3	120	411	0	6	3	6	9	95	423	3	6	4	7	5
Bethar school with 1 branch ...	...	...			...			83	153	10	2	1	13	7	92	400	3	0	4	5	7	95	389	6	0	4	1	7	105	409	9	6	3	14	5
Bangarmau ditto, with 1 ditto ...	71	1062	14	0	14	15	6	68	670	13	0	9	13	10	64	424	6	6	6	10	1	60	418	4	0	6	15	6	94	448	4	0	4	12	0
Misrikh ditto, ...	67	495	11	6	7	6	4	89	638	9	6	7	2	9	67	545	13	6	8	2	4	73	590	0	0	8	1	4	89	682	0	0	7	10	7
Bari ditto, with 1 branch ...	71	530	12	8	7	7	7	79	597	14	3	7	9	1	80	571	3	0	7	2	2	62	713	3	0	11	8	0	106	697	2	0	6	9	3
Bawan ditto, ...	...	...			...			113	265	4	0	2	5	6	109	493	4	0	4	8	4	89	437	0	6	4	14	7	75	398	15	3	5	5	1
Nagpur Jalalpur school	70	643	14	0	9	3	2	80	637	11	6	7	15	6	85	531	15	6	6	4	1	83	602	2	0	7	1	4	86	572	8	6	6	10	6
Nanpara ditto	58	977	4	3	16	13	7	91	567	6	0	6	4	0	75	762	9	1	10	2	8	74	534	1	0	7	3	6	72	519	12	0	7	3	6
Salone ditto	54	1074	7	10	19	14	4	57	999	13	9	17	8	7	39	524	7	8	13	7	2	61	466	5	3	7	10	3	80	524	5	6	6	8	10
Jagdispur, school with 1 branch....	62	553	11	3	8	14	10	71	638	0	5	8	15	9	54	521	0	0	9	10	4	46	421	12	0	9	2	8	76	441	3	9	5	12	11
Behar school with 1 branch (Pratábgarh	47	430	10	9	9	5	9	70	490	11	9	7	0	2	69	470	0	0	6	12	11	58	475	13	0	8	3	3	76	501	12	3	6	10	2
Patti school with 1 branch ...	70	653	12	4	9	5	5	68	620	4	6	9	1	11	78	606	5	0	7	12	4	87	608	8	0	6	15	11	105	626	7	6	5	15	6
Manikpur ditto	...	...			...			...	...			...			67	265	1	0	3	15	3	58	296	7	6	5	1	9	69	349	11	7	5	1	1
Mallihabad school with 4 branches,	181	853	14	6	4	11	6	300	1458	3	0	4	13	9	279	1652	5	0	5	14	9	262	1653	12	4	6	4	11	275	1553	12	9	5	10	5
Amethi school with 2 branches ...	80	543	8	9	6	12	8	98	695	1	0	7	1	6	132	847	7	10	6	6	8	176	831	1	10	4	11	6	124	841	9	0	6	13	1
Chouk school Lucknow with 1 branch	78	1050	4	11	13	7	5	103	1011	13	6	9	13	2	107	1114	9	0	10	6	5	114	1247	1	9	10	15	0	163	1170	3	0	9	0	3
Model school Lucknow ...	...	...			...			...	...			...			...	...			...			84	294	5	3	*3	8	1	97	1005	10	8	10	5	10
Mohanlalganj ditto with 1 branch ...	...	...			...			...	...			...			31	272	7	3	8	13	3	33	346	5	9	10	7	11	59	354	2	4	6	0	7
Bijnour school	...	...			...			...	...			...			48	179	8	0	3	11	10	50	151	13	9	3	0	7	60	202	9	0	3	6	0
Mohan ditto with 1 branch ...	...	...			...			...	...			...			...	...			...			...	...			...			164	405	3	5	2	7	6
Nawabganj ditto with 1 ' ditto ...	...	...			...			...	...			...			...	...			...			...	...			...			138	540	9	9	3	14	8
Muftiganj ditto	...	...			...			...	...			...			...	...			...			52	58	10	11	1	2	1	63	249	11	8	3	15	5
Mahbubganj ditto	...	...			...			...	...			...			...	...			...			43	67	9	3	1	9	2	53	274	8	6	5	2	10
Husainganj ditto	...	...			...			...	...			...			...	...			...			53	79	3	10	1	7	11	66	233	7	0	3	8	7
Naubasta ditto	...	...			...			...	...			...			...	...			...			36	61	0	9	1	11	1	67	249	8	2	3	11	7
Rahimnagar ditto with 1 branch ...	...	...			...			...	...			...			...	...			...			71	139	14	3	1	15	6	73	274	12	0	3	12	3
Village Schools.																																			
Lucknow with 14 branches ...	1194	4085	14	8	3	6	9	1702	5540	9	6	3	4	1	1834	5145	12	3	2	12	10	2110	5607	1	4	2	10	6	2117	5863	8	6	2	12	3
Bára Banki	1480	5098	0	11	3	7	1	1927	5727	2	0	2	15	6	2294	7088	14	4	3	1	4	2529	8044	0	1	3	2	10	3236	10472	11	3	3	3	8
Unáo	2102	6543	3	11	3	1	9	2404	7481	14	7	3	1	9	3058	9647	13	10	3	2	5	2706	9519	5	0	3	8	3	2756	8885	10	5	3	3	7
Sítápur with 33 branches ...	372	567	13	8	1	8	5	1031	3037	6	1	2	15	2	1771	4869	11	3	2	11	11	2210	6063	10	10	2	11	10	2822	8325	15	10	2	15	2
Hardui	948	1076	12	7	1	2	2	2180	5001	14	11	2	4	9	2642	8247	15	9	3	1	11	2983	11180	13	8	3	11	11	3308	10177	6	10	3	1	3
Kheri	63	84	1	3	1	5	4	63	186	2	9	2	15	3	288	5048	9	10	1	14	6	445	1219	4	5	2	11	10	1493	2761	3	6	1	13	6
Faizabad, with 13 branches ...	1005	2914	2	9	2	14	4	1380	485	5	1	2	7	4	1509	5482	5	7	3	10	1	1759	6220	9	4	3	8	6	2317	8350	14	8	3	9	8
Gonda	44	118	0	0	2	10	10	54	146	1	6	2	11	3	37	92	15	6	2	8	2	29	65	10	0	2	4	2	768	877	3	7	1	2	3
Bharaich with 13 branches ...	...	...			...			150	344	7	0	2	4	8	871	2268	13	1	2	9	8	1177	4178	13	8	3	8	9	1550	5860	11	11	3	12	5
Rái Bareli	1912	6248	2	10	3	4	3	2256	6799	3	0	3	3	0	2269	7321	7	3	3	3	6	2159	7520	0	6	3	7	1	2628	9307	1	0	3	9	1
Sultánpur	1063	3313	8	10	3	1	10	1480	4305	8	0	2	14	6	7733	5166	6	9	2	15	8	1871	5602	10	6	2	15	10	2166	7769	10	0	3	9	5
Pratábgarh	1045	3702	14	0	3	8	8	1686	4405	10	4	2	9	9	1900	5091	9	3	2	10	10	1467	5321	3	0	3	10	0	1615	7010	15	5	3	11	1
Female Schools.																																			
Thateri Tola																										* only for 5 months.			18	279	4	1	15	8	3
Hossainabad																													19	287	5	1	15	1	11
Newazganj																													18	285	5	4	15	13	8
Kazmain																													19	287	3	10	15	1	11

TABLE XII.—*Continued.*

Name of Institution.	1867-68			1868-69.			1869-70.			1870-71.			1871-72.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Rustamnagar													20	285 5 8	14 4 3
Maqbulganj (Mahomedan) ..													.	32 0 0	...
Golaganj													12	128 12 6	10 11 8
Jhawai Tola I.	106	1141 14 3	10 12 4	147	1842 15 9	12 8 7	131	1817 11 3	13 14 0	173	1944 5 7	11 3 9	15	126 0 0	8 6 5
Jhawai Tola II.													21	142 1 0	5 14 8
Maqbulganj (Hindú)													28	201 6 0	7 3 1
Haidarganj														67 0 0	0 0 0
Fattahganj													19	127 14 0	6 11 8
Maqbubganj													..	101 12 0	...
Hossainganj													13	12 0 0	0 14 9
Bakasa Kathra													17	64 0 0	3 1 2
Geahainganj													18	60 0 0	3 5 4
Amethí													25	129 0 0	5 2 7
Mow													14	48 0 0	3 6 10
Thawur													22	44 0 0	2 0 0
Kakori													15	81 0 0	5 6 5
Kasmundi	47	34 0 0	0 11 7	79	305 9 0	3 13 10	159	585 0 0	3 10 10	208	447 8 0	2 2 5	10	55 0 0	5 8 0
Mall													18	72 0 0	4 0 0
Mandiyon													15	52 8 0	3 8 3
Mahona													14	131 0 0	9 5 9
Khalispur													22	72 0 0	3 4 4
Ujurriaon													28	12 0 0	0 6 10
Sarsawan													15	59 6 6	3 15 4
Bakhtiyárnagar													...	80 0 0	...
Mirzaganj													60		
Múnshíganj													19		
Saddarpur	...	...	...	..	...	...	...	...	...	109	768 9 6	7 0 9	27	673 5 10	4 11 10
Malihábad													20		
Kewalhár													16		
Nawábganj	...	...	...	..	...	...	...	...	...	...	...	...	18	180 0 0	10 0 3
Kursí	7	9 0 0	1 4 6	11	48 0 0	4 5 9							16	90 0 0	5 10 0
Rasoulí	7	14 0 0	2 0 0	9	80 8 0	8 15 9	62	282 8 0	4 8 11	84	404 10 0	4 13 1	16	72 0 0	4 8 0
Tikra Usmán	9	12 0 0	1 5 4	13	68 8 0	5 4 3							15	72 0 0	4 12 9
Tikra Murtaza	...	...	...	...	...	...	...	...	...	...	...	...	15	66 0 0	4 6 5
Abbási Begam's school	...	...	...	...	...	..	...	...	...	...	...	...	18	72 2 4	4 0 1
Kázi Kazim Alí's school	...	...	...	...	...	...	...	...	...	...	...	...	19	8 0 4	0 6 9
Doulutpur	...	...	...	...	...	..	93	243 15 0	2 9 11	114	375 2 0	3 4 7	33	108 0 0	3 4 4
Rannupur	...	...	...	24	41 0 0	2 3 10							40	187 7 9	4 11 0

Khaki Sarai	...	...	...	13	42 0 0	2 3 10	93	243 15 0	2 9 11	114	375 2 0	3 4 7	16	102 0 0	6 6 0
Parsouli	...	...	...	...	...	...							21	39 7 9	1 14 0
Ramkote	...	...	...	...	...	...							11	2 10 0	0 3 11
Bawan No. I.	...	...	...	...	...	...	...	...	...	...	...	...	14	97 12 0	6 15 8
Bawan No. II.	...	...	...	...	...	...	...	...	...	...	...	...	12	21 0 0	1 12 0
Suckra	...	...	...										13	72 12 0	5 9 6
Majhia	...	...	...	100	113 13 11	1 2 2	...	...	...	...	...	...	14	86 12 0	6 3 2
Bakhuria	...	...	...										15	92 2 6	6 2 4
Pihani No. I.	...	...	...										16	160 4 0	10 0 3
Ditto No. II.	...	...	...	...	...	...	...	...	...	...	...	...	14	113 12 0	8 2 0
Ditto No III.	...	...	...	...	...	...	...	...	...	...	...	...	13	97 4 0	7 7 8
Shahpur	...	...	...	...	...	...	...	...	...	...	...	...	16	75 5 7	4 11 4
Riagain	...	...	...	...	...	...	...	...	...	...	...	...	15	96 2 5	6 6 7
Oudharanpur	...	...	...	...	...	...	...	...	...	...	...	...	15	96 13 3	6 7 3
Umroulí	...	...	...	...	...	...	...	...	...	...	...	...	14	21 0 0	1 8 0
Korarí	...	...	...	...	...	...	216	652 3 3	2 13 7	256	1000 3 6	3 14 6	13	97 0 0	7 7 5
Burwara	...	...	...	...	...	...	...	...	...	...	...	...	12	70 12 0	5 14 4
Baburpur	...	...	...	...	...	...	...	...	...	...	...	...	16	31 0 0	1 15 0
Jarouli	...	...	...	...	...	...	...	...	...	...	...	...	14	82 12 0	5 14 7
Sandila Mandai No. I.	...	...	...	...	...	...	...	...	...	...	...	...	16	60 0 0	3 12 0
Ditto Mahtwana	...	...	...	...	...	...	...	...	...	...	...	...	20	86 0 0	4 4 10
Ditto Hindus	...	...	...	...	...	...	...	...	...	...	...	...	15	30 0 0	2 0 0
Ditto Mandai No. II.	...	...	...	...	...	...	...	...	...	...	...	...	20	59 0 0	2 15 2
Ditto Barwari	...	...	...	...	...	...	...	...	...	...	...	...	20	30 0 0	1 8 0
Purial	...	...	...	...	...	...	...	...	...	...	...	...	10	21 0 0	2 1 7
Muhammadí	...	...	...	...	...	...	...	...	...	18	85 8 0	4 12 0	21	85 8 0	4 1 2
Pusgawan	...	...	...	...	...	...	...	...	...	...	...	...	21	20 0 0	0 15 3
Aurangabad in Mahulla Banias ...	...	...	...	...	...	...	...	...	...	...	...	...	32	20 4 0	0 10 1
Ditto ditto Saidwara ..	...	...	...	...	...	...	...	...	...	...	...	...	26	18 1 4	9 11 1
Ditto ditto Brahmins ...	...	...	...	...	...	...	...	...	...	...	...	...	20	5 4 0	0 4 2
Barwar ditto Saidwara . .	...	...	...	...	...	...	...	...	...	...	...	...	31	5 4 0	0 2 8
Ditto ditto Brahmins ...	...	...	...	...	...	...	...	...	...	...	...	...	23	5 4 0	0 3 8
Moghulpura	26	334 13 7	9 0 9	55	631 15 0	11 7 10	68	644 2 0	9 7 6	105	1086 0 0	10 5 6	74	1012 12 0	8 12 11
Khurd Mahal	17												41		
Akbarpur	...	...	...	...	...	...	...	...	...	39	36 0 0	1 9 6	28	48 12 0	1 11 10
Tanda	...	...	...	...	...	...	...	...	...	...	...	...	13	45 12 0	3 8 4
Kazipura	...	...	...	...	...	...	25	...	...	25	179 4 6	7 2 9	22	98 8 6	4 7 8
Akbarpura													...	17 8 9	...
Katawan	...	...	...	...	...	...	...	...	...	35	144 0 0	4 1 9	18	71 0 0	3 15 1
Jagdispur													15	71 0 0	4 11 8
Sultánpur													25		
Dehwa	111	229 0 6	2 1 0	115	458 11 6	3 15 1	97	365 7 6	3 12 3	93	295 15 6	3 2 11	22	349 9 6	4 3 5
Piyaripatti													17		
Tiari													19		
Nawabganj	...	...	...	...	...	...	...	...	...	14	23 1 0	1 10 4	7	60 0 0	3 8 11
Rái Bareli	...	...	...	...	...	...	...	...	...	...	...	...	19	48 0 0	2 8 5
Jail Schools.															
Jail School, Lucknow	114	217 14 0	1 14 7	78	360 0 0	4 9 10	69	379 8 0	5 7 8	67	360 0 0	5 5 11	71	360 0 0	5 1 2
Jail School, Sultánpur, ...	...	...	...	14	...	...	12	...	...	...	...	...	2	...	...
Government Normal Schools.															
Male Normal School, Lucknow. ...	195	17936 13 0	91 15 8	206	19153 0 8	92 15 7	197	19412 2 5	98 8 6	130	14656 15 9	112 11 11	139	15120 11 0	108 12 6
Female ditto, Golaganj. ...	12	667 12 9	55 10 4	20	1552 12 9	7 10 3	17	1436 13 0	84 8 3	10	1218 0 7	121 12 10	4	221 11 0	55 6 9
Hindú Female Normal School, Malihabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	9	177 1 0	19 10 9

TABLE XII.—(*Continued.*)

Name of Institution.	1867-68			1868-69.			1869-70.			1870-71.			1871-72.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Mahomedan Female Normal School Malihabad.	...	...	...	...	...	...	...	...	...	...	...	...	13	615 14 0	47 10 11
Female Normal Schools Pehani. ...	...	...	...	...	...	...	...	...	...	...	...	...	5	353 6 0	70 10 9
Private Colleges.															
College Department													46	26365 15 8½	573 2 9
School Department	556	42891 2 0	77 2 3	615	49232 4 11	80 0 10	668	54258 13 10	81 3 7	674	62372 14 9	92 8 8	297	17288 4 6½	58 3 4
Oriental Department													165	6524 4 6½	39 8 8
Preparatory School													224	5384 4 6½	24 0 7
Law Department													29	3600 0 0	124 15 0
													7		
Private Schools Higher Class.															
Balrampur	...	...	...	...	...	...	...	...	...	...	...	...	176	3951 5 6	22 7 3
Private Schools Middle Class.															
Ajudhya School	79	937 13 0	11 13 11	131	1117 2 9	8 8 5	124	1312 12 9	10 9 4	123	1361 14 0	11 1 1	124	1402 10 9	11 4 10
Zaidpur ditto with 1 branch ...	71	979 3 9	13 12 8	64	982 0 7	15 5 6	63	957 4 6	15 3 1	78	978 7 0	12 8 8	77	889 11 0	11 8 10
Fatahpur ditto ditto	77	1064 15 0	13 13 3	84	980 6 0	11 10 8	87	1053 4 0	12 1 8	72	1024 13 6	14 3 9	94	1133 15 0	12 1 0
Mallawan ditto	94	1097 7 6	11 10 9	143	1450 3 0	10 2 3	150	1143 5 9	7 9 11	138	991 7 0	7 2 11	128	900 0 7	7 0 6
Evening ditto Lucknow	98	1972 7 1	20 2 0	76	2300 0 0	30 4 2	66	1800 13 6	27 4 6	51	1490 5 1	29 3 7	31	906 7 5	29 3 10
Mahmudabad School with 1 branch...	...	...	...	116	1603 4 9	13 3 2	129	2195 11 0	17 0 4	152	2216 6 0	14 9 3	113	2094 10 3	18 8 7
Akauna School with 2 branches ...	...	...	...	42	592 2 0	14 1 6	66	1268 15 7	19 3 7	60	1252 12 0	20 14 0	119	1083 7 7	9 1 8
Boundi ditto with 4 branches ...	...	...	...	61	316 5 4	5 2 11	77	1167 10 0	15 2 7	72	1247 10 9	17 5 3	206	1318 8 0	6 6 0
American Mission School Rái Bareli with 5 branches	101	1488 2 5	14 11 9	91	2047 2 0	22 7 11	104	2074 13 3	20 4 0	104	1879 0 0	18 1 0	224	2346 0 0	10 7 6
A Mission School Hossainabad ...	165	5208 7 0	31 9 0	128	5218 7 0	40 12 3	100	5566 9 0	55 10 7	99	5291 0 0	53 7 0	94	4222 13 0	44 14 9
Ditto ditto Saádutganj ...	80	604 13 0	7 8 11	64	610 13 6	9 8 5	54	640 13 0	11 13 10	51	628 0 0	12 5 0	57	638 9 6	11 3 3
Ditto ditto Saddar Bazár ...	74	833 4 3	11 4 1	104	987 0 0	9 7 10	91	966 0 0	10 9 10	82	1000 0 0	12 3 1	91	893 11 9	9 13 1
Ditto ditto Hassungaj ...	57	442 4 0	7 12 1	66	628 7 6	9 8 4	48	685 10 0	14 4 6	52	693 0 0	13 5 3	57	718 0 0	12 9 6
Ditto ditto Kashmiri Mohulla	83	464 6 9	5 9 6	84	712 4 6	8 5 9	75	761 7 9	10 2 5	90	860 0 0	9 8 10	88	1005 11 0	11 6 10
Ditto ditto Khairabad ...	90	1214 12 9	13 7 11	87	1253 14 3	14 6 7	94	1403 14 6	14 14 11	95	1296 0 0	13 10 3	73	1255 8 0	17 3 2
Church Mission Raja-ka-bazár ...	111	3600 15 0	32 7 0	126	3600 0 0	28 9 1	317	3635 0 0	11 7 5	260	4800 0 0	18 7 4	230	3600 0 0	24 5 6
Ditto ditto Victoria Street	130	1257 10 6	9 10 9	89	1560 0 0	17 8 5	156	1560 0 0	10 0 0	138	1560 0 0	11 4 10	119	1560 0 0	13 1 9
Ditto ditto Rani Katra ...	85	677 1 9	7 15 5	75	1181 15 0	15 12 1	82	1440 0 0	17 5 0	82	840 0 0	10 3 10	77	890 0 0	11 8 11
Ditto ditto Nakhas-ka-pul	101	777 1 9	7 11 1	107	1181 15 0	11 0 9	64	1440 0 0	22 8 0	80	842 12 0	10 8 6	77	890 0 0	11 8 11
Bhinga School	...	...	...	...	...	...	...	62 4 0	...	61	934 0 0	15 5 0	74	804 0 0	10 13 10
Gopamow School	81	535 0 9	6 9 8	112	628 3 0	5 9 9	78	501 7 0	6 6 10	64	469 12 0	7 5 5	60	342 2 10	5 11 3
Pihani School with 1 branch ...	58	215 15 3	3 11 6	100	532 2 9	5 5 1	113	495 12 0	4 6 2	108	419 15 4	3 14 3	136	510 8 0	3 12 1

Shankarpur Barai School	28	154	0	0	5	8	0	40	156	13	6	3	14	8	41	239	4	4	5	13	4	45	201	5	0	4	7	7	60	240	0	0	4	0	0
Machhrahta ditto	54	1041	3	1	19	4	6	101	1060	7	4	10	7	11	87	1037	1	3	11	14	8	63	894	8	8	14	3	2	84	551	15	0	6	9	1
Tambor ditto	43	523	5	9	12	2	8	57	506	11	9	8	14	2	75	499	5	11	6	10	6	92	518	6	9	5	10	2	65	462	8	0	7	2	0
Laharpur ditto	106	504	0	0	4	12	0	107	527	6	0	4	14	1	125	607	7	9	4	13	9	119	618	12	3	5	3	2	134	637	4	10	4	12	1
Paintipur ditto	70	527	8	9	7	8	6	69	542	1	3	7	13	8	70	552	2	6	7	14	3	66	528	8	6	8	0	1	72	492	11	10	6	13	6
Hargaon ditto	54	466	14	0	8	10	4	56	486	5	0	8	10	11	72	507	13	6	7	0	10	80	519	1	6	6	7	9	74	472	9	6	6	6	2
Nimsar ditto	48	343	12	8	7	2	7	56	443	12	9	7	14	9	65	454	0	0	6	15	9	62	440	11	0	7	1	8	66	438	12	0	6	10	4
Qutubnagar ditto	49	471	1	10	9	9	10	54	430	9	0	7	15	7	60	411	6	4	6	13	8	61	450	14	6	7	6	3	72	509	12	0	7	1	3
Maharajnagar ditto	37	563	13	6	15	3	9	45	520	11	0	11	9	1	62	470	11	4	7	9	5	68	478	14	0	7	0	8	62	462	6	0	7	7	4
Paraspur school with 4 branches	47	494	5	6	10	8	3	85	673	12	9	7	14	9	76	675	9	0	8	14	3	83	685	14	9	8	4	2	220	974	2	6	4	6	10
Begamganj ditto	...	...			...			...	...			...			44	229	6	6	5	3	7	52	257	0	3	4	15	1	62	335	5	9	5	6	6
Baragaon ditto	...	...			...			36	224	4	4	6	3	8	74	412	11	6	5	9	2	59	401	2	6	6	12	9	58	439	8	6	7	9	3
Sandi ditto	66	1202	2	9	18	13	5	81	1165	14	10	14	6	3	93	891	4	3	9	9	4	97	471	5	6	4	13	9	105	504	13	3	4	12	11
Mahona ditto with 1 branch ...	90	203	10	2	2	4	7	83	1072	12	6	12	14	9	64	651	14	6	10	2	11	113	681	7	3	6	0	5	136	706	0	6	6	4	10
Private Schools Lower Class.																																			
Sikandrabad school with 2 branches	31	493	8	0	15	14	8	27	465	2	3	17	3	7	31	481	12	0	7	3	0	34	493	4	1	3	4	11	111	287	6	4	2	9	5
Aliganj ditto	31	30	6	6	0	15	8	36	124	5	6	3	7	3	36							64							57	111	11	0	1	15	4
Kahmara ditto with 1 branch ...	...	...			...			...	...			...			...	...			...			51	...			...		82	214	5	0	2	9	10
Dhowrehra ditto	23	108	0	0	4	11	1	25	231	11	10	9	4	3	20	129	8	0	6	7	7	23	121	1	0	5	4	3	31	123	2	0	3	15	6
Nawabganj Alinbad school ...	23	360	0	0	15	10	5	...	...			...			...	360	0	0		...		43	360	0	0	8	5	11	46	360	0	0	7	13	2
C. Mission school Hazratganj ...	...	...			...			...	...			...			42	108	0	0	2	8	5	35	113	9	7	3	3	11	25	144	0	0	5	12	2
A. Mission ditto Pannapur ...	...	...			...			...	...			...			...	...			...			45	575	0	0	12	12	5	55	672	0	0	12	3	6
Maharajganj ditto	...	...			...			20	68	0	0	3	6	5	15	63	0	0	4	3	2	17	65	0	0	3	13	2	17	63	0	0	3	11	4
Dharamnagar ditto	14	84	0	0	6	0	0	30	54	0	0	1	12	9	27	51	0	0	1	13	2	21	53	0	0	2	8	5	6	51	0	0	8	8	0
Girdharaiyan ditto	...	...			...			...	...			...			...	...			...			...	...			...			7	57	12	0	8	4	0
Mathura ditto	17	170	0	0	10	0	0	25	85	0	0	3	6	5	27	135	0	0	5	0	0	33	137	0	0	4	2	5	27	75	0	0	2	12	8
Sheopur ditto	18	80	0	0	4	7	0	16	94	8	0	5	14	4	14	75	0	0	5	5	8	11	77	0	0	7	0	0	13	75	0	0	5	12	4
Tulshipur ditto	19	66	0	0	5	8	0	30	81	0	0	2	11	2	22	75	0	0	3	6	6	23	53	0	0	2	4	10	40	75	0	0	1	14	0
Panchperwa ditto	17	84	0	0	4	15	0	24	89	0	0	3	11	4	18	75	0	0	4	2	8	18	78	0	0	4	5	4	22	75	0	0	3	6	6
Pipehra ditto	25	96	0	0	3	13	5	25	88	0	0	3	8	4	24	75	0	0	3	2	0	24	78	0	0	3	4	0	28	75	0	0	2	10	10
Harharpur ditto	...	...			...			23	68	0	0	2	15	4	19	63	0	0	6	4	9	16	65	0	0	4	1	0	15	63	0	0	4	3	2
Bankatwa ditto	10	60	0	0	6	9	7	14	68	0	0	4	13	9	10	63	0	0	6	4	9	6	65	0	0	10	13	4	10	63	0	0	6	4	10
Barwar ditto	19	151	10	0	7	15	8	27	187	0	0	6	14	9	41	192	13	8	4	11	3	43	178	7	6	4	3	0	138	213	4	10	1	8	9
Pasgawan ditto	30	144	0	0	4	12	9	40	207	1	0	5	2	9	40	170	2	4	4	4	0	41	225	10	6	5	8	1	89	202	11	5	2	4	5
Aurangzbad ditto with 3 branches	31	148	13	0	4	12	9	27	146	1	6	5	6	6	60	178	14	8	2	15	8	78	195	10	0	2	8	2	181	362	4	9	2	0	0
Paila ditto	...	...			...			...	...			...			22	61	6	9	2	12	8	27	107	6	9	3	15	8	24	89	13	9	3	11	11
Palia ditto	...	...			...			...	...			...			45	114	15	1	2	8	10	30	202	9	9	6	12	1	57	190	0	0	3	4	8
Hindu ditto	...	...			...			...	...			...			..	...			...			20	280	0	0	14	0	0	20	228	0	0	11	6	5
Regimental ditto	...	...			...			...	...			...			...	...			...			...	...			...			50	...			...		
Private Female Schools.																																			
La Martiniere Girls school Lucknow	55	6526	0	0	118	10	5	28	5181	2	8	185	7	6	41	6508	14	3	158	12	0	71	11005	7	11	155	0	1	63	14343	1	2	227	10	8
Christian A. M. Girl's school ditto ...																													39						
Hussainganj ditto ditto ...																													19						
Mukarimnagar ditto ditto ...																													19						
Patanala ditto ditto ...	...	...			...			...	...			...			...	...			...			162	1950	0	0	12	0	7	23	370	0	0	9	7	9
Nakhas ditto ditto ...																													22						
Naubasta ditto ditto ...																													22						
Choupattia ditto ditto ...																													22						
Raja ka bazar C. M. Girl's School ...																													22						
Nakhas ditto ditto ...	85	2621	0	0	30	13	4	97	2531	0	0	26	1	5	117	2387	3	2	20	6	5	113	2321	8	0	20	8	8	22	2040	2	9	21	4	0
Golaganj ditto ditto ...																													18						
Christian and Bazár Girl's school ...																													34						
Zenana Mission Agency Lucknow ...	...	...			...			...	...			...			...	...			...			32	2077	0	0	64	14	6	75	2443	0	0	32	9	2

TABLE XII.—(*Continued.*)

Name of Institution.	1867-68.			1868-69.			1869-70.			1870-71.			1871-72.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
Private Indigenous Schools.											Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Lucknow	...	...	...	...	...	...	...	...	...	915	...	...	1210	4006 8 0	3 5 0
Bára Bankí	...	...	...	...	...	...	...	...	...	602	335 12 0	0 8 11	576	3000 8 0	5 5 0
Unáo	...	...	...	...	...	...	...	...	...	...	3292 5 0	6 1 2	499	3284 4 0	6 9 4
Sítápur	...	...	...	...	...	...	...	...	...	...	...	...	...	2159 4 0	...
Hardui	...	...	...	...	...	...	...	...	...	478	4766 0 0	9 15 6	352	3014 0 0	8 10 10
Kheri	...	...	...	...	...	...	...	...	...	...	...	...	72	421 0 0	5 13 6
Faizabad	...	...	...	...	...	...	...	...	...	...	159 5 0	...	...	168 1 0	...
Gonda	...	...	...	...	...	...	...	...	...	...	...	...	...	16 6 0	...
Bharaich	...	...	...	...	...	...	...	...	...	161	533 5 0	3 5 0	265	1116 0 0	4 3 5
Rái Barelí	...	...	...	...	...	...	...	...	...	...	1000 0 0	...	315	1848 0 0	5 13 1
Sultánpur	...	...	...	...	...	...	...	...	...	...	...	...	141	1244 4 0	8 13 2
Pratábgarh	...	...	...	...	...	...	...	...	...	...	1347 0 0	...	202	50 6 0	0 4 0

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

Table XIII.—Distinctions conferred by the Calcutta University the year 1871-72.

Number.	Name of Students.	Name of Institutions.	Distinctions conferred.
1	Brajindro Náth De, ...	Canning College,	M. A. Examination first grade
2	Brajindro Náth De, ...	Ditto	B. A. " " "
3	Hanuman Prasad, ...	Ditto	B. A. " second "
4	Sirí Râm, ...	Ditto	F. E. A. " " "
5	Rám Narayan, ...	Ditto	Ditto " " "
6	Suraj Narayan, ...	Ditto	Ditto " " "
7	Pitam Rai,...	Ditto	Ditto " third "
8	Puran Chand, ...	Ditto	Ditto " " "
9	Ganesh Chandra Banerji,... ...	Ditto	Entrance, " first "
10	Mohammad Husain, ...	Ditto	Ditto " " "
11	Mahendro Nath Banerji, ...	Ditto	Ditto " " "
12	Hari Charan Rai, ...	Ditto	Ditto " second "
13	Rám Dás, ...	Ditto	Ditto " " "
14	Joálá Prasad Chatarji, ...	Ditto	Ditto " " "
15	Prithi Náth, ...	Ditto	Ditto " third "
16	Anni Lál, ...	Hardui Zila School,	Ditto " first "
17	Lachhman Prasad, ...	Ditto	Ditto " " "
18	Sheo Narayan Tiwari, ...	Ditto	Ditto " second "
19	Maulá Bakhsh, ...	Ditto	Ditto " " "
20	Janki Prasad, ...	Lakhimpur Zila School,	Ditto " first "
21	Har Prasád, ...	Ditto	Ditto " second "
22	Ram Kalpa Ghós,...	Ditto	Ditto " " "
23	Bisheshur Dyál, ...	Unáo Zila School,	Ditto " " "
24	Raghbir Sahai, ...	Ditto	Ditto " " "
25	Hari Prasanno Chatarji, ...	Ditto	Ditto " third "
26	Hari Singh, ...	Rái Barelí, "	Ditto " second "
27	Devi Prasad, ...	Ditto	Ditto " third "
28	Mohammad Azim,...	Sultánpur, "	Ditto " second "
29	Bans Gopal, ...	Faizabad, "	Ditto " first "
30	Rám Singh, ...	Ditto	Ditto " second "
31	Abhai Charan Chatarji, ...	Ditto	Ditto " " "
32	Mohadeo Prasad, ...	Ditto	Ditto " " "
33	Zálim Singh, ...	Ditto	Ditto " third "
34	Bechú Lál,...	Bára Bankí, "	Ditto " " "
35	Nand Prasad, ...	Balrámpur, "	Ditto " first "
36	Beni Madho, ...	Ditto	Ditto " third "
37	R. Tooze, ...	La Martiniere College,	Ditto " first "
38	G. Neville,...	Ditto	Ditto " " "
39	H. Lilley, ...	Ditto	C. U Entrance Exn. 2nd grade,
40	J. Hoyle, ...	Ditto	Ditto " " "
41	W. R. Gilbert, ...	Ditto	Ditto " " "

TABLE No. XIV.—Return of Scholarships gained during the year 1870-71.

A.—Senior Scholarships gained at Colleges.

Name of scholars.	College at which gained.	When gained.	Free or stipendiary,	Rs. A. P.	For how long tenable.	For proficiency in what branch.	Remarks.
Bidhu Bhoshan Mukerji, ...	Canning College.	January 1872,	Stipendiary,		One year.	C. U. First Arts' Examination 2nd grade.	
Ruffi-ud-deen Beg,* ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, "	
Yusaf-uzzaman, ..	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 3rd "	
Mirza Nisar Husain, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 3rd "	
Bishambhar Nath, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 2nd "	
Sirí Ram, ..	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 2nd "	
Rám Naráyan, ...	Ditto.	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 2nd "	
Suraj Naráyan, ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 3rd "	
Pitam Rai,* ...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto, ditto, 3rd "	
Puran Chand, ...	Ditto,	Ditto,	Ditto,	9 0 0	Ditto,	Ditto, ditto, 3rd "	
Madho Prasad Tiwari, ..	Ditto,	Ditto,	Ditto,	9 0 0	Ditto,	C. U. Entrance Examination, 1st "	
Har Naráyan, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Razá Husain, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 2nd ditto, "	
Mahammed Taqi, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Ram Nath Bhattacharji, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 2nd ditto, "	
Bije Shankar, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 2nd ditto, "	
Nihál Singh, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 1st ditto, "	
Lachhmí Naráyan, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 1st ditto, "	
Shiva Govind Misra, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd ditto, "	
Kalká Prasad, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st ditto, "	
Abid Husain, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd ditto, "	
Basdeo Lal, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st ditto, "	
Kidár Nath Sen,* ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 3rd ditto, "	
Bhagwan Dayál, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 3rd ditto, "	
Ganesh Chandra Banarji, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 1st ditto, "	
Mahammad Husain, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st ditto, "	
Mahendro Nath Mukerji, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st ditto, "	
Hari Charan Rai, .	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Rám Dás, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 2nd ditto, "	
Júálá Prasad Chattarji, ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 2nd ditto, "	
Anni Lal,* ..	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 1st ditto, "	
Lachhman Prasád, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 1st ditto, "	
Sheo Naráyan Tiwari, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd ditto, "	
Maulà Baksh,* ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Janki Prasád, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 1st ditto, "	
Har Prasád, ...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto, 2nd ditto, "	
Rám Kalpa Ghos, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Bisheshwar Dayál, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Raghbir Sahai, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Hari Singh, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Devi Prasad, (*a*) ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 3rd ditto, "	
Obhay Charan Chatarji, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Zalim Singh, (*b*) ...	Ditto,	Ditto,	Ditto,	5 0 0	Ditto,	Ditto, 3rd ditto, "	
Mahadew Prashad,* ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto, 2nd ditto, "	
Bans Gopal, ...	Rurkí College.	Ditto,	Ditto,	8 0 0	Ditto.	Ditto, 1st ditto, "	

OFFICE OF DIRECTOR OF P. I.
LUCKNOW:
The 19th June 1872.

The students marked * do not draw their stipends. (*a*) (*b*) receive their stipends from the Contingent funds.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX A.

Table No. XIV.—Return of Scholarships gained during the year 1871-72.

B. Junior Scholarships gained at Schools.

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.	Rs. As. P.	For how long tenable.	For proficiency in what language.
Gayá Prasád, ...	Faizabad,	Nov. 1871.	Stipendiary.	3 0 0	One year.	General proficiency Deptl. Exam.
Shádi Lál, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Shiam Sarúp, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Baddri Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ajudhyá Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Sálig Rám, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Gajádhar Lál, ...	Akborpur,	do.,	do.,	2 0 0	do.,	do.,
Bisheshwar Náth, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Gauri Shankar, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Ram Dhan Misra, ...	Gondá,	do.,	do.,	3 0 0	do.,	do.,
Khunní Lál, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Mátá Dín, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Chauharja Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ali Mohammad, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Jawáhir Lál, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Sheo Naráyan, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Lál Jí, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ashraf Singh, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ram Autár, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Mathra Prasád, ...	Pratábgarh,	July, 1870.	do.,	4 0 0	3 years.	Deptl. Exam. in Vr.
Duárká Prasád, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Rudr Prasád, ...	do.,	Nov. 1871.	do.,	2 0 0	1 year.	Deptl. Exam. in En
Girja Dat, ...	Rái Barelí,	July, 1870.	do.,	4 0 0	3 years.	Deptl. Exam. in Vr.
Alí Húsain, ...	do.,	Nov. 1871.	do.,	3 0 0	1 year.	Deptl. Exam. in En.
Debi Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Gur Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ajudhyá Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Chundi Prasád, ...	Sultánpur,	do.,	do.,	3 0 0	do.,	do.,
Mohammad Husain, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Abdussalam, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Brij Mohan Lal, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Rám Kabír	do.,	do.,	do.,	2 0 0	do.,	do.,
Gangá Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Mansá Rám, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Mahdi Husain, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Mahesh Bakhsh, ...	do.,	do.,	do,	2 0 0	do.,	do.,
Sheo Charan Lál, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Murlí Dhar, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Sheo Ratan, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Jáfar Husain, ...	do,	do.,	do.,	2 0 0	do.,	do.,
Súraj Naráyan, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Ram Ratan Lál, ...	Balrámpúr,	do.,	do.,	3 0 0	do.,	do.,
Ghaus Mohammad Khán, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Nirmal Prasád, ...	do.,	do.,	do,	2 0 0	do.,	do.,
Kámta Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Raghobans Lál, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Mohammad Husain Khan, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Kalká Prasád, ...	Bára Banki,	do.,	do.,	3 8 0	do.,	do.,
Mihin Lal, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Nihál Uddin, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Goláb Rai, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Indar Naráyan, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Radhá Kishen, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Jamná Prasád, ...	do.,	do.,	do.,	3 0 0	do.,	do.,
Misri Lál, ...	do.,	do.,	do.,	3 0 0	do.,	do,
Raghbar Dayál, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Qutub Uddin, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Kishen Dayál, ...	do.,	do.,	do.,	2 8 0	do.,	do.,
Mahábír Prasád, ...	do.,	do.,	do.,	2 8 0	do.,	do.,

TABLE No. XIV. A.—(*Continued.*)

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.	Rs.	As.	P.	For how long tenable.	For proficiency in what language.
Lalta Prasád, ...	Bára Banki,	Nov. 1871.	Stipendiary.	2	8	0	One year.	Deptl. Examination in English.
Bhagwant Rai, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Durgá Prasád, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Gúr Dáyal, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Mangal Prasád, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Bhot Nath Moitri, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Sharaf Alí, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Bishambhar Dáyal, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Hanúman Prasád, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Nawazish Husain, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Baddri Naráyan, ...	Hardui.	do.,	do.,	3	8	0	do.,	do.,
Sheo Bakhsh, ...	do.,	do.,	do.,	3	8	0	do.,	do.,
Har Dayál	do.,	do.,	do.,	3	8	0	do.,	do.,
Gokul Prasád, ...	do.,	do.,	do.,	3	8	0	do.,	do.,
Duárká Prasád, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Debi Sahai Misra, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Sheo Dayál, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Mansúr Ali, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Bansi Dhar, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Sheo Sahai, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Baldeo Prasád, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Duarká Prasád, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Raghobar Dayál, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Jwálá Prasád, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Tej Rai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Gúr Sahai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Ali Bahádúr, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Chandan Lál, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Govind Rám, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Baldeo Prasád, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Gopàl Rám, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Gangá Sahai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Taj Uddin, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Ajudhá Prasád, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Baddri Naráyan, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Gyanandra Nath Mojamdar,	do.,	do.,	do.,	2	0	0	do.,	do.,
Sidh Náth, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Dhanpat Rai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Shimbhu Sahai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Karím Bakhsh, ...	do.,	July 1869.	do.,	4	0	0	3 years	do.,
Wiláyat Husain, ...	do.,	do.,	do.,	4	0	0	3 years	do.,
Nawázish Ahmad, ...	do.,	July 1871.	do.,	3	0	0	do.,	do.,
Doulat Rai, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Lachhmí Prasád, ...	Mohanlalgang.	July 1870.	do.,	4	0	0	do.,	do.,
Chandí Singh, ...	do.,	do.,	do.,	4	0	0	do.,	do.,
Kalká Prasád, ...	Malihabad.	July 1871.	do.,	4	0	0	do.,	do.,
Matá Prasád, ...	do.,	do.,	do.,	4	0	0	do.,	do.,
Básit Ali, ...	do.,	do.,	do.,	2	0	0	do.,	Genl. Proficy. in Vr.
Khúb Chand, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Jagan Nath, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Danish Ali, ...	do.,	do.,	do.,	1	8	0	One year.	do.,
Sheo Dayál, ...	Kakori.	do.,	do.,	2	0	0	3 years.	do.,
Fida Husain, ...	do.,	do.,	do.,	2	0	0	do.,	do.,
Durga Prasád, ...	Unáo.	Nov. 1871.	do.,	3	8	0	do.,	Genl. Proficy. in Eg.
Ram Ratan, ...	do.,	do.,	do.,	3	8	0	do.,	do.,
Chunni Lál, ...	do.,	do.,	do.,	3	8	0	do.,	do.,
Gopal Chandra Gupt, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Janki Prasád, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Maqbúl Ahmad, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Bení Madho, ...	do.,	do.,	do.,	3	0	0	do.,	do.,
Ram Aútár, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Ram Prasád, ...	do.,	do.,	do.,	2	8	0	do.,	do.,
Wajid Ali, ...	do.,	do.,	do.,	2	8	0	do.,	do.,

TABLE No. XIV. 4.—(*Continued.*)

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.	Rs. As P.	For how long tenable.	For proficiency in what language.
Ajúdhyá Prasád, ...	Unáo,	Novr. 1871	Stipendiary	2 8 0	3 years.	Genl Proficy. in Eng.
Sheo Dayál Singh, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Jagan Nath Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Gangá Dín, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Shiva Govind, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Hanúmán Prasàd, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Shiva Ram, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Gayá Prasád, ...	do.,	do.,	do.,	2 0 0	do.,	do.,
Lalta Prasád,...	do.,	July 1870.	do.,	4 0 0	do.,	Deptl. Exam. in Ver.
Baij Nath, ...	do.,	Do.,	do.,	4 0 0	do.,	do.,
Fatah Alli, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Chhote Lal, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Ganga Prasád, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Bholá Nath, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Jagan Nath, ...	do.,	do.,	do.,	4 0 0	do.,	do.,
Baij Nath, ...	Sítápur.	do.,	do.,	5 0 0	do.,	do.,
Khadim Husain, ...	do.,	Novr. 1871,	do.,	2 0 0	1 year.	Deptl. Exam. in Eng.

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

COLIN BROWNING, M. A.
Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVI.—Return of Private Donations and Endowments from which Aid was received by the Department of Public Instruction, Oudh, during the year 1871-72.

Name of Donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
		Rs. As. Ps.		
LUCKNOW DISTRICT.				
Rája Jagmohan Singh, T'alukdár, ...	Cash.	202 0 0	Uncertain.	For Mahoná School.
„ Káshí Prashád, do., Sirsindí, ...	„	150 0 0	„	„ Mohanlálganj.
Total of subscriptions of Rs. 50 per annum and upwards, ...	„	352 0 0	„	
Add aggregate of smaller subscriptions, ...	„	186 9 0	„	„ Malihábád and Mahoná schools.
	Total Rs. ...	538 9 0		
BARA BANKÍ DISTRICT.				
Rája Farzand Alí Khán, T'alukdár, Jahángírabad, ...	Cash.	335 12 0	„	For Education.
„ Sarapjít Singh, do, Ramnagar, ...	„	234 4 0	„	„
Qází Ikram Ahmad, do., Satrikh, ...	„	54 0 0	„	„
Mír Bunyad Husain, do., Sohelpur, ...	„	64 0 0	„	„
Total of subscriptions of Rs. 50 per annum and upwards, ...	„	688 0 0	„	„
Add aggregate of smaller subscriptions, ...	„	651 12 0	„	„
	Total Rs. ..	1,339 12 0		
UNÁO DISTRICT.				
Baldeo Singh, T'alukdár of Akhori, ...	Cash.	102 0 0	„	„
Total of subscriptions of Rs 50 per annum and upwards, ...	„	102 0 0	„	„
Add aggregate of smaller subscriptions, ...	„	387 10 0	„	„
	Total Rs. ..	489 10 0		
SITÁPUR DISTRICT.				
Rája Amír Hasan Khán, T'alukdár, ...	Cash.	447 11 6	„	„
„ Kázim Husain Khán, ditto, ...	„	74 1 0	„	„
Thákur Gumán Singh, ditto, ...	„	92 14 0	„	„

„ Harikar Bakhsh,	ditto,	„	54 2 0	„	„
Rája Sheo Bakhsh Singh,	ditto,	„	165 6 6	„	„
Nawáb Amjad Alí Khán,	ditto,	„	97 15 6	„	„
Mirzá Abbás Beg,	ditto,	„	180 0 0	„	„
Total of subscriptions of Rs. 50 per annum and upwards,		„	1,112 2 6	„	„
Add aggregate of smaller subscriptions,		„	2,104 10 6	„	„
		Total Rs.	3,216 13 0		
HARDUI DISTRICT.					
Chaudhrí Hashmat Alí, T'alukdár,		Cash.	66 0 0	„	„
Total of subscriptions of Rs. 50 per annum and upwards,		„	66 0 0	„	„
Add aggregate of smaller subscriptions,		„	723 10 9	„	„
		Total Rs.	789 10 9		
KHERI DISTRICT.					
Total of subscriptions of Rs. 50 per annum and upwards,		Cash.	0 0 0	„	„
Add aggregate of smaller subscriptions,		„	1,530 10 3	„	„
		Total Rupees.	1,530 10 3		
FAIZABAD DISTRICT.					
Maháráni Sahibá,	T'alukdár,	Cash.	600 0 0	„	„
Abhoy Dat Singh,	ditto,	„	112 0 0	„	„
Azim Alí Khan,	ditto,	„	63 0 0	„	„
Raghonáth Kuar,	ditto,	„	60 0 0	„	„
Har Dat Singh,	ditto,	„	60 0 0	„	„
Malik Hidáyat Husain,	ditto,	„	120 0 0	„	„
Udres Singh,	ditto,	„	132 0 0	„	„
Lallu Sah,	ditto,	„	144 0 0	„	„
Jai Datta Singh,	ditto,	„	84 0 0	„	„
Shankri Bakhsh,	ditto,	„	204 0 0	„	„
Umres Singh,	ditto,	„	120 0 0	„	„
Rám Sarúp Singh,	ditto,	„	60 0 0	„	„
Total of subscriptions of Rs. 50 per annum and upwards,		„	1,759 0 0	„	„
Add aggregate of smaller subscriptions,		„	224 8 0	„	„
		Total Rupees.	1,983 8 0		
GONDA DISTRICT.					
Maharaja Mán Singh,	T'alukdár,	Cash.	540 0 0	„	„
Ditto, Balrampúr	ditto,	„	601 0 0	„	„.

TABLE XVI.—(*Continued.*)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
GONDA DISTRICT.—(*Continued.*)		Rs. As. Ps.		
Thakuráin Sarfaraz Kuar, T'alukdár, ...	Cash.	180 0 0	Uncertain,	For Education.
Har Narayan Pande, ditto, ...	,,	240 0 0	,,	,,
Rája Prithipal Singh, ditto, ...	,,	240 0 0	,,	,,
Rája Kishan Dat Pande, ditto, ...	,,	480 0 0	,,	,,
Rája Randhír Singh, ditto, ...	,,	108 0 0	,,	,,
Thakur Mirtunjaí Bakhsh, ditto, ...	,,	72 0 0	,,	,,
Thákur Raghbeer Singh, ditto, ...	,,	84 0 0	,,	,,
Babú Ajit Singh, ditto, ...	,,	72 0 0	,,	,,
Rája Sheo Bahadur Singh, ditto, ...	,,	123 0 0	,,	,,
Rani Sarfráz Kuar, ditto, ...	,,	50 0 0	,,	,,
Total of subscriptions of Rs. 50 per annum and upwards, ...	,,	2,789 0 0	,,	,,
Add aggregate of smaller subscriptions, ...	,,	609 9 11	,,	,,
	Total Rs. ..	3,398 9 11		
BHARAICH DISTRICT.				
Maharaja of Kapúrthala, T'alukdár, ...	Cash.	1,115 15 7	,,	For Boundi and Akouná Aided Schools.
Rája of Bhingá, ditto, ...	,,	1,029 0 0	,,	For Bhingá Anglo-Vernacular School.
Nawab Nisár Alí Khán, ditto, ...	,,	180 0 0	,,	For Nawabganj Aliabad Vernacular School
Total of subscriptions of Rs. 50 per annum and upwards, ...	,,	2,324 15 7	,,	
Add aggregate of smaller subscriptions, ...	,,	0 0 0	,,	
	Total Rs. ..	2,324 15 7		
SULTÁNPUR DISTRICT.				
Total of subscriptions of Rs. 50 per annum and upwards, ...	Cash.	0 0 0	,,	For Education.
Add aggregate of smaller subscriptions.	,,	234 0 0	,,	
	Total Rs. ..	234 0 0		
PRATÁBGARH DISTRICT.				
Diwán Ran Bíjaí Bahadùr Singh, T'alukdár, ...	Cash.	406 1 6	,,	,,
Total of subscriptions of Rs. 50 per annum and upwards.	,,	406 1 6	,,	

Add aggregate of smaller subscriptions, ...	"	0 0 0	"	
	Total Rs. ...	406 1 6		
Grand Total Rupees, ..	"	16,252 4 0		
Tálukdári subscriptions, not collected through District officers, ..				
GONDÁ DISTRICT.				
Mahárája Digbijai Singh, K. C. S. I., ...	Cash.	2,722 12 0	"	For Balrampúr Sadr and Mofassil Schools.
	Total Rs. ..	2,722 12 0		
SITÁPÚR DISTRICT.				
Rajá Amír Hasan Khan, Tálukdár, ...	Cash.	1,050 0 0	"	For Mahmúdábád School.
	Total Rs. ..	1,050 0 0		
Grand Total Rupees, ..	"	3,772 12 0		

SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.

LUCKNOW DISTRICT.				
Rája Jagmohan Singh	Tálukdár, ...	Cash,	184 6 10	Permanent.
" Kanhiyá Lal,	ditto, ...	"	68 13 8	"
" Kashi Prashad,	ditto, ...	"	129 14 0	"
Nawab Alí, ...	ditto, ...	"	87 8 0	"
Total of subscriptions of Rs. 50 per annum and upwards, ..		"	471 5 6	
Add aggregate of smaller subscriptions, ...		"	388 8 10	
		Total Rs., ..	859 3 4	
UNAO DISTRICT.				
Chaudhrí Gopál Singh	Tálukdár, ...	Cash,	74 12 0	"
" Hashmat Alí	ditto, ...	"	164 5 0	"
Rája Káshí Prashad,	ditto, ...	"	94 0 0	"
Mahant Har Charan Das,	ditto, ...	"	128 1 3	"
Rája Kanhiya Lal,	ditto, ...	"	573 9 9	"
Baldeo Bakhsh,	ditto, ...	"	68 0 0	"
Shankar Bakhsh,	ditto, ...	"	70 0 0	"
Carried over, ...			1,172 12 0	

TABLE XVI.—(*Continued.*)

Name of Donor.		Description of donation.	Annual value.	For what period to continue.	Remarks.
Brought forward.			1,172 12 0		
UNAO DISTRICT.—(*Continued.*)			Rs. As. Ps.		
Mahesh Bakhsh and Arjun Singh,	T'alukdár, ...	Cash,	85 2 0	Permanent.	
Sheopál Singh,	ditto, ...	,,	83 4 0	,,	
Total of Subscriptions of Rs. 50, per annum and upwards,	..	,,	1,341 2 0		
Add aggregate of smaller subscriptions,...	... ..	,,	660 5 0		
		Total Rs. ..	2,001 7 0		
BHARAICH DISTRICT.					
Rája Kharak Singh,	T'alukdár, ...	Cash,	892 9 0	,,	
,, Jang Bahadúr,	ditto, ...	,,	835 10 0	,,	
,, Sitlá Bakhsh,	ditto, ...	,,	179 0 0	,,	
,, Ude Pratáb Singh,	ditto, ...	,,	285 8 0	,,	
,, Nerpat Singh,	ditto, ...	,,	371 3 0	,,	
Nawáb Nawázish Alí,	ditto, ...	,,	136 0 0	,,	
Muzaffar Husain,	ditto, ...	,,	51 8 0	,,	
Raghunáth Singh,	ditto, ...	,,	156 0 0	,,	
Total of subscriptions of Rs. 50, per annum and upwards,	..	,,	2,907 6 0		
Add aggregate of smaller subscriptions,...	... ..	,,	70 0 0		
		Total Rs., ...	2,977 6 0		
GONDA DISTRICT.					
Rája Kishan Dat Ram,	T'alukdár, ...	Cash,	953 7 2	,,	
Har Narayan Pande,	ditto, ...	,,	54 12 8	,,	
Rája Randhir Singh,	ditto, ...	,,	102 6 0	,,	
Thakurain Sarfraz Kuar,	ditto, ...	,,	81 8 0	,,	
Rája Prithipál Singh,	ditto, ...	,,	79 7 2	,,	
Thakur Mirtunjai Bakhsh,	ditto, ...	,,	74 10 5	,,	
Hari Bahádur,	ditto, ...	,,	65 10 0	,,	
Bakhbir Singh,	ditto, ...	,,	87 4 2	,,	

Rani Sarfraz Kuar, ...		,,	59 7 0	,,
Total of subscriptions of Rs. 50, per annum and upwards, ..		,,	1,558 8 7	
Add aggregate of smaller subscriptions,..		,,	124 14 5	
		Total Rs. ..	1,683 7 0	

PRATÁBGARH DISTRICT.

Chandká Bakhsh,	T'alukdár, ...	Cash,	70 11 1	,,
Rája Bije Bahádur Singh,	ditto, ...	,,	119 1 4	,,
Babú Hardat Singh,	ditto, ...	,,	69 14 10	,,
,, Ajit Singh,	ditto, ...	,,	123 7 8	,,
,, Hanúmán Bakhsh,	ditto, ...	,,	89 1 7	,,
,, Dan Bahádur Pal Singh,	ditto, ...	,,	107 11 9	,,
,, Balbhadr Singh,	ditto, ...	,,	72 5 3	,,
Rája Jaipál Singh,	ditto, ...	,,	297 5 3	,,
Rai Jagat Bahádur Singh,	ditto, ...	,,	366 3 4	,,
Thákur Baij Náth Kuar,	ditto, ...	,,	217 14 2	,,
,, Kablas,	ditto, ...	,,	217 7 10	,,
Sítlá Bakhsh,	ditto, ...	,,	77 11 11	,,
Rája Rampál Singh,	ditto, ...	,,	457 14 5	,,
Babú Jagashar Bakhsh,	ditto, ...	,,	80 7 11	,,
Rai Mádho Prashad,	ditto, ...	,,	217 3 6	,,
Thakur Ajit Kuar,	ditto, ...	,,	247 10 0	,,
Diwán Ran Bijai Bahádur,	ditto, ...	,,	296 15 3	,,
Digbije Singh, &c.,	ditto, ...	,,	196 0 6	,,
Jagat Naráyan Singh,	ditto.	,,	157 8 6	,,
Total of subscriptions of Rs. 50, por annum and upwards, ..		,,	3,482 12 1	
Add aggregate of smaller subscriptions, ...		,,	615 14 9	
		Total Rs. ..	4,098 10 10	

KHERI DISTRICT.

Rája Umraidh Singh,	T'alukdár, ...	Cash.	252 15 0	Permanent.
Ráni Rájah Gangá Singh,	ditto, ...	,,	259 12 0	,,
Rája Indra Bikram Sáh,	ditto, ...	,,	130 13 0	,,
,, Ranjit Singh,	ditto, ...	,,	235 0 0	,,
,, Narpat Singh,	ditto, ...	,,	132 6 0	,,
Wife of Niamat Ulláh Khan,	ditto, ...	,,	71 12 0	,,
Total of Subscriptions of Rs. 50 per annum, and upwards, ..		,,	1,082 10 0	,,
Add aggregate of smaller subscriptions, ...		,,	65 8 0	,,
		Total Rs. ..	1,148 2 0	

TABLE XVI.—(*Continued.*)

Name of Donor.		Description of donation.	Annual value.	For what period to continue.	Remarks.
HARDUI DISTRICT.			Rs. As. P.		
Rája Dúrga Prashád,	T'alukdár, ...	Cash.	91 0 0	Permanent.	
„ Fattah Chand,	ditto, ...	„	91 0 0	„	
Khuslat Husain,	ditto, ...	„	305 0 0	„	
Sayad Wasi Haidar,	ditto, ...	„	64 0 0	„	
Rája Hardeo Bakhsh,	ditto, ...	„	180 0 0	„	
Thákur Bharat Singh,	ditto, ...	„	156 0 0	„	
Rája Randhir Singh,	ditto, ...	„	140 8 0	„	
Lattá Bakhsh,	ditto, ...	„	98 0 0	„	
Nawáb Husain Alí Khan,	ditto, ...	„	58 0 0	„	
Total of Subscriptions of Rs. 50 per annum, and upwards,	..	„	1,183 8 0	„	
Add aggregate of smaller subscriptions, ..	.. .. ..	„	230 11 0	„	
		Total Rs. ..	1,414 3 0		
SÍTÁPUR DISTRICT.					
Rája Amír Hasan Khan,	T'alukdár, ...	Cash.	1,766 9 10	„	
Thákúr Jawáhir Singh,	ditto, ...	„	173 4 3	„	
Bádsháh Husain Khan,	ditto, ...	„	54 7 6	„	
Rája Kázim Husain Khan,	ditto, ...	„	243 12 0	„	
Haí Har Bakhsh Singh,	ditto, ...	„	110 6 2	„	
Maháráj Singh,	ditto, ...	„	74 14 1	„	
Thákur Bháwání Dín,	ditto, ...	„	59 12 10	„	
Rája Sheo Bakhsh Singh,	ditto, ...	„	304 0 6	„	
Nawáb Wájid Alí Khan,	ditto, ...	„	163 5 6	„	
Fuzl Alí Khan,	ditto, ...	„	121 10 4	„	
Kálká Bakhsh,	ditto, ...	„	64 10 0	„	
Annant Singh, &c.,	ditto, ...	„	76 0 0	„	
Ranjít Singh, &c.,	ditto, ...	„	93 8 3	„	
Seth Sítárám, &c.,	ditto, ...	„	162 5 9	„	
Thákur Gomán Singh, &c.,	ditto, ...	„	159 9 0	„	
Mirzá Ágha Ján,	ditto, ...	„	128 13 0	„	
Rája Shamsher Bahádur,	ditto, ...	„	65 12 0	„	
Ahmed Alí Beg,	ditto, ...	„	72 2 3	„	
Total of Subscriptions of Rs. 50 per annum, and upwards,	..	„	3,896 0 3	„	
Add aggregate of smaller subscriptions,	.. .. ..	„	371 15 4	„	
		Total Rs. ..	4,267 15 7		

FAIZABAD DISTRICT.

Babú Umres Singh,	T'alukdár,	Cash.	121 14 0	Permanent.
„ Prithí Pál Singh,	ditto,	„	60 8 0	„
„ Har Dat Singh Bhaya,	ditto,	„	208 5 0	„
„ Mír Báqar Husain, &c.,	ditto,	„	666 6 0	„
Rája Shankrí Bakhsh Singh,	ditto,	„	192 7 0	„
Málik Hidáyat Husain,	ditto,	„	429 6 0	„
Babú Sheo Pragásh Singh,	ditto,	„	195 0 0	„
„ Udres Singh and Chandres Singh,	ditto,	„	163 11 0	„
„ Sítlá Bakhsh Singh,	ditto,	„	58 8 0	„
Thakuráin Raghonáth Kuar,	ditto,	„	218 4 0	„
Babú Moheep Naráyan Singh,	ditto,	„	169 9 0	„
„ Hardat Singh,	ditto,	„	60 0 0	„
Babú Kishan Prashad Singh,	ditto,	„	204 2 0	„
„ Obhoydat Singh,	ditto,	„	155 0 0	„
„ Ram Sarup Singh,	ditto,	„	59 0 0	„
„ Jaidat Singh,	ditto,	„	183 4 0	„
Mahárání Subhao Kuor,	ditto,	„	1,679 4 0	„
Total of Subscriptions of Rs. 50 per annum, and upwards, ..		„	4,824 8 0	
Add aggregate of smaller Subscriptions, ..		„	306 12 0	
		Total Rs. ..	5,131 4 0	

SULTÁNPUR DISTRICT.

Rája Madho Singh,	T'alukdár,	Cash.	867 12 9	Permanent
Babú Bije Bahádur Singh,	ditto,	„	51 15 3	„
Rája Mahommad Alí Khan,	ditto,	„	264 3 7	„
Mussammát Iláhí Khánam,	ditto,	„	130 7 5	„
Babú Kamtá Prashad, and Bisho Nath Singh,	T'alukdár,	„	115 6 0	„
Rája Madho Pratáb Singh,	ditto,	„	175 8 9	„
„ Jagan Nath Bakhsh,	..	„	74 13 3	„
Rám Sada Bibí,	..	„	55 5 7	„
„ Har Náth Kuar,	..	„	52 0 0	„
Babú Kalká Bakhsh,	..	„	79 13 5	„
Rája Shankarí Bakhsh,	..	„	389 9 0	„
Babú Udrez and Chandrez Singh,	..	„	198 9 8	„
„ Umrez Singh,	..	„	108 13 0	„
Total of subscriptions of Rs. 50 per annum and upwards, ..		„	2,564 5 8	
Add aggregate of smaller Subscriptions, ..		„	549 5 9	
		Total Rs. ..	3,113 11 5	

TABLE XXI.—(*Continued.*)

Name of Donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
RAI BARELÍ DISTRICT.		Rs. As. Ps.		
Ráná Shankar Bakhsh, T'alukdár, ...	Cash.	296 11 0	Permanent.	
Sardár Singh, do., ...	"	107 2 0	"	
Ajodhya Bakhsh, do., ...	"	93 0 0	"	
Mussummát Achal Kuar, do., ...	"	159 14 0	"	
Rája Hindpál Singh, do., ...	"	140 12 0	"	
Mussammát Shirpál Kuar, do., ...	"	118 2 0	"	
Thákur Chandrapál Singh, do., ...	"	142 0 0	"	
Captain Guláb Singh, do., ...	"	143 4 0	"	
Abdul Hakím Khan, do., ...	"	67 14 0	"	
Rája Shewpál Singh, do., ...	"	221 12 0	"	
Mussammát Daryao Kuar, do., ...	"	190 10 0	"	
Chaudhrí Balbhadr Singh, do., ...	"	84 4 0	"	
Shankar Bakhsh, do., ...	"	51 9 0	"	
Rája Jagmohan Singh, do., ...	"	165 13 0	"	
" Kanhiyá Lál, do., ...	"	59 0 0	"	
" Jagmohan Singh, do., ...	"	95 1 0	"	
Babú Sarabjít Singh, do..	"	96 9 0	"	
Sheo Dat Singh, Jagan Náth Singh and others, ...	"	54 4 0	"	
Har Chand Singh and others, ...	"	141 8 0	"	
Total of Subscriptions of Rs. 50 per annum and upwards, ...	"	2,429 1 0		
Add aggregate of smaller Subscriptions, ...	"	862 13 0		
	Total Rs. ..	3,291 14 0		
BARA BANKI DISTRICT.				
Chaudhrí Mahbúb-ul-Rahmán, T'alukdár, ...	Cash.	57 14 10	Permanent.	
" Golám Faríd, do., ...	"	65 6 11	"	
Rája Narind Bahádur Singh, do., ...	"	271 13 3	"	
Rání Talamand Kuar, do., ...	"	243 6 6	"	
Rái Ibrám Bali do., ...	"	135 15 5	"	
Rája Sarabjít Singh, do., ...	"	311 0 0	"	
" Umráo Singh, do., ...	"	113 7 0	"	
Chaudhrí Murtazá Husain, do., ...	"	90 7 6	"	
Rája Farzand Alí Khan, do., ...	"	151 5 9	"	
Sheikh Zain-ul-Abdín, do., ...	"	100 2 0	"	
Qází Ikrám Ahmad, do., ...	"	94 6 0	"	

Hakím Karam Alí,	T'alukdár, ...	"	73 2 0	"
Chaudhrí Mohammad Husain,	ditto, ...	"	67 8 0	"
Razá Husain,	ditto, ...	"	135 15 5	"
Total of Subscriptions of Rs. 50 per annum and upwards, ...		"	1,911 14 7	
Add aggregate of smaller Subscriptions, ...		"	674 15 1	
		Total Rs. ..	2,586 13 8	
RECAPITULATION.	GRAND	TOTAL Rs. ..	32,574 1 10	
Grand total of T'alukdárs' Subscriptions to Government Private Schools (excluding Canning College), collected through District Officers during 1871-72.		...	16,252 4 0	
and total of T'alukdárs' Subscriptions to Private Schools (excluding Canning College), not collected through District Officers during 1871-72.		..	3,772 12 0	
Ditto ditto to Canning College during 1871-72.		...	32,574 1 10	
	GRAND	TOTAL Rs, ...	52,599 1 10	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of P. I., Oudh.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh, during the year 1871-72.

		Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
	GENERAL ESTABLISHMENT.						
	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	55,847 9 4	...	...	28,845 2 6	...	84,692 11 10
	From the Rural Cess, ...	4,440 9 6	...	...	14,758 12 1	...	19,199 5 7
	„ the New Local Rate, ...	...	...	...	221 8 0	...	221 8 0
	„ the Municipal Fund, ...	...	...	...	...	...	...
	„ other sources, ...	...	...	...	...	...	...
	GOVERNMENT COLLEGES AND SCHOOLS.						
GENERAL. Higher Class Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	36,853 15 5	2,927 6 5	310 9 0	3,096 5 8	1,128 0 0	44,316 4 6
	From the Rural Cess, ...	122 0 0	..	20 0 0	...	...	142 0 0
	„ the New Local Rate, .. .	...	...	...	...	...	...
	„ the Municipal Fund, ...	1,817 0 0	...	...	130 0 0	...	1,947 0 0
	„ other sources, ...	6,727 13 6	240 0 0	...	202 3 0	...	7,170 0 6
Middle Class Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	31,759 1 2	471 10 0	868 0 10	4,505 4 11	4,168 15 6	41,773 0 5
	From the Rural Cess, ...	5,479 7 10	...	155 9 0	...	...	5,635 0 10
	„ the New Local Rate, ...	759 12 0	...	800 0 0	...	...	1,559 12 0
	„ the Municipal Fund, ...	1,650 5 4	...	..	261 8 0	...	1,911 13 4
	„ other sources, ...	9,009 12 0	143 0 0	...	710 5 8	...	9,953 1 8
Lower Class Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	...	...	...	...
	From the Rural Cess, ...	71,975 15 9	1,376 2 1	1,626 10 8	6,124 7 1	...	96,103 3 7
	„ the New Local Rate, ...	...	...	200 0 0	...	...	200 0 0
	„ the Municipal Fund, ...	...	...	...	...	...	...
	„ other sources, ...	3,093 4 0	...	...	3,092 4 0	...	6,186 8 0
Female Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	5,795 10 6	...	75 0 0	182 0 6	...	6,052 11 0
	From the Rural Cess, ...	2,407 1 3	...	475 0 0	...	...	2,882 1 3
	„ the New Local Rate, ...	...	...	...	...	...	...
	„ the Municipal Fund, ...	...	...	...	...	...	...
	„ other sources, ...	60 0 0	...	...	132 9 9	...	192 9 9

Special.	Jail Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	...	...	...	...
		From the Rural Cess, ...	...	...	...	...	...	...
		„ the New Local Rate, ...	...	...	...	...	...	...
		„ the Municipal Fund, ...	...	..	...	...	...	...
		„ other sources, ...	300 0 0	...	...	60 0 0	...	360 0 0
	Normal Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	3,051 11 8	1,990 0 9	...	1,138 8 9	...	6,180 5 2
		From the Rural Cess, ...	3,382 14 8	5,176 2 0	...	1,641 7 0	...	10,200 7 8
		„ the New Local Rate, ...	...	...	...	...	...	...
		„ the Municipal Fund, ...	...	...	...	...	...	...
		„ other sources, ...	...	...	...	107 15 0	...	107 15 0
	Private Colleges and Schools.							
General.	Private College.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	2,992 2 4	..	...	25,000 0 0	27,992 2 4
		From the Rural Cess, ...	...	...	...	...	...	...
		„ the New Local Rate, ...	...	...	..	...	...	...
		„ the Municipal Fund, ...	...	...	...	...	...	...
		„ other sources, ...	..	...	...	...	31,170 11 0	31,170 11 0
	Private Schools.							
	Higher Class, Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	74 0 0	...	...	1,560 0 0	1,634 0 0
		From the Rural Cess, ...	...	...	...	...	...	...
		„ the New Local Rate, ...	...	...	...	...	...	...
		„ the Municipal Fund, ...	...	...	...	...	...	...
		„ other sources, ...	...	...	...	...	2,317 5 6	2,317 5 6
	Middle Class Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	129 9 8	9 5 4	15,929 12 1	16,068 11 1
		From the Rural Cess, ...	...	...	...	...	874 5 5	874 5 5
		„ the New Local Rate, ...	...	...	...	...	834 0 0	834 0 0
		„ the Municipal Fund, ...	...	...	...	...	134 0 0	134 0 0
		„ other sources, ...	...	...	2,119 0 0	...	18,858 2 9	20,977 2 9
	Lower Class Schools.	From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	19 0 0	...	839 7 9	858 7 9
		From the Rural Cess, ...	...	...	190 13 0	...	593 1 7	783 14 7
		„ the New Local Rate, ...	...	...	...	...	...	...
		„ the Municipal Fund, ...	...	...	...	...	...	...
		„ other sources, ...	...	...	...	...	2,438 13 9	2,438 13 9

TABLE XVII.—(*Continued.*)

		Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.
	PRIVATE SCHOOLS—(*Continued*)	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
SPECIAL, GENERAL.—(*Continued*)	Female Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	...	...	5,651 0 0	5,651 0 0
	Female Schools: From the Rural Cess,	...	...	...	...	...	...
	Female Schools: „ the New Local Rate,	...	...	...	...	...	...
	Female Schools: „ the Municipal Fund,	...	...	...	...	...	...
	Female Schools: „ other sources,	...	...	...	...	15,481 7 5	15,481 7 5
	Indigenous Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	...	...	...	...
	Indigenous Schools: From the Rural Cess,	...	...	...	...	...	...
	Indigenous Schools: „ the New Local Rate,	...	...	...	...	...	...
	Indigenous Schools: „ the Municipal Fund,	...	...	...	...	...	...
	Indigenous Schools: „ other sources,	20,040 9 0	...	...	378 0 0	...	24,018 9 0
	Normal Schools: From Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c.,	...	...	...	...	..	...
	Normal Schools: From the Rural Cess,	...	...	...	...	...	...
	Normal Schools: „ the New Local Rate,	...	...	...	...	...	...
	Normal Schools: „ the Municipal Fund,	...	...	...	...	..	...
	Normal Schools: „ other sources,	...	...	...	...	...	...
	Total of Provincial Services omitting the Rural Cess, the New Local Rate, &c., &c,	1,33,308 0 1	8,455 3 6	1,402 3 6	37,776 11 8	54,277 3 4	2,35,219 6 1
	Total of the Rural Cess,	87,808 1 0	6,552 4 1	17,468 0 8	22,524 10 2	1,467 7 0	1,35,820 6 11
	„ of the New Local Rate,	759 12 0	...	1,000 0 0	221 8 0	834 0 0	2,815 4 0
	„ of the Municipal Fund,	3.467 5 4	...	...	391 8 0	134 0 0	3,992 13 4
	„ of other sources,	39,321 6 6	383 0 0	2,119 0 0	4,684 5 5	70,266 8 5	1,16,774 4 4
	Grand Total,	2,64,664 8 11	15,390 7 7	21,989 4 2	65,598 11 3	1,26,979 2 9	4,94,622 2 8

LUCKNOW:
OFFICE OF DIRECTOR OF P. I, OUDH,
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX B.

TABLE I.—Results of the Examination of the University of Calcutta for the year 1871-72.

Name of Examination.	Number of affiliated Colleges.	Number of their Students.	Number of Candidates.	Average age.	Education.		Religion.				Passed.			Net cost to state.	Remarks.
					Government Schools.	Private Schools.	Christians.	Hindús.	Mahomedans.	Others.	First Division.	Second Division.	Third Division.		
														Rs. As. P.	
Entrance Examination, ...	...	3316	78	...	49	29	5	60	13	...	10	17	6	* 61318 6 8	* This is the net cost to Government of the 9 High Schools and of the Canning College (School Department, Oriental Department and Preparatory School).
First Examination in Arts,		..	14	...	...	14	...	12	2	...	...	3	2		
B. A. Examination, ...	1	56	2	...	...	2	...	2	...	..	1	1	...	† 13145 12 11	† This is the net cost to Government of the Canning College (College Department).
M. A. Examination, ...		...	1	...	...	1	...	1	...	...	1	...	...	...	
B. L. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. L. Examination. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S., First Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L. M. S., Second Examination, ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
B. M. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M. D. Examination, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total, ...	1	3372	95	...	49	46	5	75	15	..	12	21	8	74459 3 7	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 19th June 1872.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX

TABLE II.—General Statement of Educational Institutions in

	Number.	No. of students on rolls.	Average daily attendance.	Average age.	Government Institutions. Teachers. Christian.	Teachers. Other.	Income. Public Funds.	Income. Fees.	Income. Total.	No. of persons instructed in. English.	Vernacular.	General.
Colleges.												
Arts, ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional, ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools.												
Higher, ...	8	2340	1870	13	4	230	47581	5738	53319	1205	2958	941
Middle, ...	55	7390	5513	10	2		53996	5303	59299	1252	7758	2296
Lower, ...	749	31591	21110	14	...	1214	70837	6186	86023	14	31574	3100
Girl's Schools.												
Higher, ...	...	...	...	...	...	...	...	...	...	...	...	...
Middle, ...	...	...	...	...	...	...	...	...	...	...	...	...
Lower, ...	88	1908	1307	10	...	86	8577	...	8577	...	1931	62
Normal Schools.												
For Masters, ...	1	151	133	22	...	8	15121	...	15121	...	302	101
For Mistresses, ...	4	36	29	26	...	4	1368	...	1368	...	37	22
Indigenous Schools, ...	...	...	...	...	...	...	...	...	..	...	..	...
Total, ..	905	43116	29962	16	6	1542	206180	17227	223707	2471	44563	6522

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 19th June 1872,

B.

the Province of Oudh in the year 1871-72.

Private Institutions aided and unaided.														
Class.				Total.	Average daily attendance.	Income.			No. of persons instructed in.			Grand total, schools.	Grant total, average attendance.	Proportion of attendance to Population.
General.	Hindu.	Mahamedan.	Christian.			From Endowment.	From Fees.	From Government grants.	English.	Vernacular.	General.			
1	...	...	...	1	739	39113	4058	27092	597	498	294	1	739	As 1 to 297 the population of Oudh being 11,220,232.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	...	...	...	1	140	2050	268	1634	96	285	58	9	2010	
36	...	...	...	36	2751	18816	2132	15039	838	3853	1086	91	8264	
24	...	...	...	24	876	2923	109	839	37	1309	150	772	21086	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	1	1	45	5561	4094	2880	40	...	...	1	45	
12	...	...	...	12	267	3882	214	2771	69	345	58	100	1574	
...	...	...	...	...	...	...	...	...	...	...	...	1	133	
...	...	...	...	...	...	...	...	...	...	...	...	4	29	
568	...	...	...	568	2940	7813	12606	...	4	1565	2958	568	2940	
642	...	...	1	643	7758	80188	23181	52055	1681	7855	4604	1548	37720	

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX C.

Correspondence regarding Mahomedan Education in India.

FROM

THE OFFG. SECY. TO THE CHIEF COMMISSIONER,
OUDH.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
OUDH.

Dated 16th } *August 1871.*
Recd. 17th }

No. 3792.

MAHOMEDAN EDUCATION IN INDIA.

Is directed to forward the accompanying copy of a Resolution of Government in the Home Department, No. 300, dated 7th Instant, regarding the above, and to request that he will favour the Officiating Chief Commissioner with his opinion on the subject.

(Sd.) H. B. HARINGTON,
Offg. Secy. to Chief Commissioner.

Extract from the Proceedings of the Government of India in the Home Department (Education), under date, Simla the 7th August 1871.—*No.* 300.

RESOLUTION.

The condition of the Mahomedan population of India as regards education has of late been frequently pressed upon the attention of the Government of India. From statistics recently submitted to the Governor General in Council, it is evident that in no part of the country, except perhaps the North-Western Provinces, and the Punjab, do the Mahomedans adequately or in proportion to the rest of the community, avail themselves of the educational advantages that the Government offers. It is much to be regretted, that so large and important a class, possessing a classical literature replete with works of profound learning and great value, and counting among its members, a section specially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system, and should lose the advantages, both material and social, which others enjoy. His Excellency in Council believes that secondary and higher education conveyed in the vernaculars, and rendered more accessible than now, coupled with a more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Mahomedan community, but would enlist the sympathies of the more earnest and enlightened of its members on the side of education.

(2.) The Governor General in Council is desirous that further encouragement should be given to the classical and vernacular languages of the Mahomedans in all Government Schools and Colleges. This need not involve any alterations in the subjects, but only in the media of instruction. In avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers might with advantage, be encouraged. As in vernacular schools, so in this class also, assistance might justly be given to Mahomedans by grants-in-aid to create schools of their own. Greater encouragement should also be given to the creation of a vernacular literature for the Mahomedans, a measure, the importance of which, was specially urged upon the Government of India, by Her Majesty's Secretary of State on more than one occasion.

(3.) His Excellency in Council desires to call the attention of Local Governments and Administrations to this subject, and directs that this Resolution be communicated to them, and the three Universities in India*, with a view of eliciting their opinions whether, without infringing the fundamental principles of our educational system, some general measures in regard to Mahomedan education might not be adopted, and whether more encouagement might not be given in the University course to Arabic and Persian literature. The authorities of the Lahore University College, who are believed to have paid much attention to the subject, should also be invited to offer their views on the important questions above referred to. This may be done through the Punjab Government.

*To the Madras and Bombay Universities, through the Governments of those Presidencies.

ORDER.—Ordered, that a copy of this Resolution be forwarded to the Local Governments and Administrations for information and guidance.

Also to the Registrar of the Calcutta University, for the consideration of the Senate of the University.

(True Extract.)

(Sd.) E. C. BAYLEY,
Secy. to the Govt. of India.

From the Director of Public Instruction, Oudh, to the Secretary, Chief Commissioner, dated Lucknow the 6th September 1871, *No.* 1,840, *of* 1871-72.

Sir,

I have the honour to acknowledge the receipt of your docket, No. 3,792, dated 16th ultimo, forwarding for my opinion a Resolution of the Government of India, regarding the education of Mahomedans in this country.

(2.) In Oudh according to the returns submitted with the annual report there were, on the 31st of March last 42,105 children at Government schools. Of these 42,105 children, 10,563 were Mahomedans, and 31,251 were Hindús. The total estimated number of Hindú children of a school going age in Oudh, is about 1,667,000, and of such Mahome-

dan children there are about 200,000. The percentage of Hindú children under education in Oudh is thus 1·8 of those able to go to school, and of Mahomedan children of a similar age is about 5. But this calculation includes both boys and girls, and as the education of girls has made little or no progress in any part of India, they may be omitted. Also the children attending indigenous schools may be left out of consideration. The male pupils then at Government and aided schools in Oudh are 36,092, of whom 27,770 are Hindú boys, and 8,119 are Mahomedan boys. The number of Hindú boys in Oudh, able to go to school, may be estimated at 833,500, and the number of Mahomedan boys at 100,000. The percentage, therefore, of Mahomedan boys under instruction is 8·1, and the precentage of Hindú boys only 3·3. In Oudh then, at least, the Mahomedans avail themselves of the existing means of education much more than do the Hindús. The Resolution might have included Oudh amonsgt those exceptional provinces, where the Mahomedans were, at least proportionately, to the rest of the community, represented at Government schools. But perhaps in the term North-West Provinces, it was not designed to exclude Oudh. The prevailing languages taught at Government schools are Persian and Urdú, Hindí may be taught, but as Urdú is the language of the Courts, the people do not care to acquire Hindí ; and there are at least as many Arabic learners at Government Schools as there are Sanscrit. The languages taught and the proportionate number of learners may be thus shown for *Government Schools only.*

English,	...	...	...	...	1,699
Urdú,	...	...	...	...	17,009
Persian,	...	...	...	...	4,924
Hindí,	...	...	...	...	16,836
Arabic,	...	...	...	...	141
Sanscrit,	...	...	...	...	123

Indeed, in Oudh, though there are more than nine times as many Hindús as there are Mahomedans, yet the language of the Courts being Urdú, the curriculum pursued at our schools, though designed for both Hindús and Mahomedans, is used practically as rather an Urdú-Persian curriculum than a Hindí-Sanscrit course, and is thus more suited for Mahomedans than Hindús. So long as Urdú is used in all official businesss, and whilst the vast mass of Hindús are apathetic regarding all instruction except that which will bring them immediate pecuniary returns, and care for neither reading nor writing, Urdú and Persian will in Oudh be more studied than Hindí and Sanscrit. Even when education amongst those in easy circumstances is as common in Oudh as it is in England, I do not know, that there will ever exist much necessity to render our curriculum more suitable than it is at present to Mahomedan students. Supposing the great bulk of Hindús ever to awake from their present easy indifference regarding all intellectual pursuits, and it were absolutely necessary to pay more attention in our schools to Sanscrit and Hindí

than to Persian and Arabic, then perhaps, it might be advisable to provide especial means of instruction for Mahomedans. But now in our lower and middle class vernacular schools, where Geography, Arithmetic, Algebra and Euclid are taught, the technical terms employed are usually those derived from the Arabic, and Asul-i.Mauzuah (Postulates) or Alum Mutaarifah (axioms) are understood both by Hindús and Mahomedans, when the same terms "Grihit Krityen" and "Pratyaksh Pramanen," as expressed in words of Sanscrit origin, are unintelligible. In Oudh, middle class schools secondary education is carried on through the Vernacular, and the Vernacular employed, though understood by Hindús, is the mother tongue of the Mahomedans.

(3.) But the Resolution mentions that the Mahomedans have a "classical literature replete with works of profound learning and great "value." It would seem, therefore, to refer rather to the improvement of advanced secondary education amongst Mahomedans, than to lower or middle class education. But the Arabs and Persians have added nothing valuable to Ethics or Physics since the 12th century. The Ptolemaic system of Astronomy, with its deferent and epicycle is still taught in the books used by those Arabic scholars, few indeed, who study Physics. Although one of their own philosophers, Alhasan, refuted the ancient Philosophers, and proved that vision was not produced by rays proceeding from the eye, yet his work on optics is not known, nor I believe, procurable in India, and in the treatises read the old exploded theory, that a body is visible by rays emitted from the eye, is often still taught, or it is argued that light is emitted from luminous objects, that such light becomes intermixed with the colours of things on which it falls, and thus entering the eye, gives the sense of colour. Arabic ethics too, are but a mixture of the Aristotelian and Neoplatonic philosophy, and the works of the best writers, Averroes and Avicenna, are hardly to be had in India. The Philosophy taught, I am informed, is full of trivialities and sophisms, and it cannot be the duty of the Educational department to encourage "false philosophy and untrue science."

(4.) I apprehend, however, that the resolution does not recommend, that any Indian students should be condemned to the science and philosophy of Arabia in the 11th and 12th centuries. Perhaps the Resolution, though the term "profound learning" is used, points to the value of the literature of the Arabs and Persians, simply as a literature, rather than to the philosophy and science taught. But the study of Arabic and Persian literature could only be revived at a great expense, and by especially paying students to devote themselves to the subject. Amongst the majority of Mahomedan gentlemen in India, acquirements in theology alone are regarded with marked approval, and poor students of theology can alone hope to obtain support from their Arabic studies and attainments. But a knowledge of Arabic literature as a literature is not prized. Very recently, a native gentleman, a pensioner, whose family have for generations been famous for their Arabic learning, and who is himself a man of weight amongst the sunni inhabitants of Lucknow, called on me. He has a fine family of sons, and I urged upon him the absolute necessity,

that he should have his sons instructed in modern science and in English. It was mentioned that the Canning College was open, that it was managed by a Committee composed partly of those of his own persuasion, that his pension was small, and that if he wished his sons hereafter to live in easy circumstances, and to occupy good positions, he must attend to their secular as well as to their religious instruction. But he was deaf to all that was said, and giving a half promise that his sons should eventually study at Canning College, alleged that they could not commence until they had acquired the whole of the Koran by heart. Had I, instead of suggesting that his sons should learn English, merely counselled the study of Arabic as a language, and physics and philosophy as taught by the Arabs of centuries past, or as now taught in Europe, using the Vernacular as a means of instruction, I should have been equally unsuccessful. Indeed, in that case, my advice would have had to him the absurdity of recommending study for its own sake. Theology was useful for a future world, and not altogether barren in the present. A knowledge of English would probably lead to the advancement of his sons. But a knowledge of Arabic and Persian literature, and of Mathematics, History and Physical science in the Vernacular, could not possibly lead to any immediate or future profit, and should any one of his children, even adopt the life of a student, how was he to be supported during his studies, where were the scholarships for boys, the fellowships, the lectureships, and in short the career for adults? India is perhaps the poorest country in the world. The bulk of the population are densely ignorant and live from hand to mouth. Until wealth is diffused, and it becomes the fashion amongst people of means to educate their children, there will be no career in letters for the industrious and ambitious. Class education will only furnish another weapon to the dominant, by which the minds of their inferiors may be the more misled and debased. In India, fortunately, learning has for the most part ceased to be the prerogative of a particular caste or class, but we are already suffering from the want of a career for the educated. If wealth were more diffused, the comforts and luxuries of life would be more prized, the people would live in better houses, would expend more capital on agriculture and horticulture, would scarcely content themselves with manure as a fuel. Groves for firewood would be planted. The manure would enrich the earth. Coal would be sought after, and the mineral riches of India would receive some attention. Factories for cotton spinning, for silk weaving would spring up, and the melancholy fact that a large foundry replete with all modern inventions, whose ultimate success a Swedish Iron Founder had guaranteed, with fuel and ore collected sufficient for two or three years' use, that cost lakhs of rupees, and was put up for sale at the price merely of its machinery, found not a single purchaser, and was eventually made over to a native nobleman, who has allowed the foundry to be idle, and possibly the machinery to rust, would not again be repeated. It has always seemed to me, that the causes of there being no suitable career open to many of our educated youths, are not that agriculture or trades are not taught in our schools, but are simply the unequal distribution of wealth, the poverty of the masses, the absence of any very numerous and wealthy middle class,

and the selfishness of the few who have money, and who do not care to spend it in an enlightened manner Now our school boys appeal to the Government for employment, when they should appeal to the nation. The regeneration of India can only spring from the comfort and mental culture of the masses. Both must go hand in hand, the one without the other is either impracticable or hurtful. A very wealthy yet intensely ignorant people would be injurious, a very poor yet well educated immigratory people impossible.

(5.) The study of Persian is popular, and there is hardly any Mahomedan gentleman who does not possess a knowledge of Persian. But Persian is also read at our Government Schools. It is however, kept in its due place. A boy is not taught Persian before he can read his mother tongue, nor when he commences that language is all knowledge of History, Mathematics and Geography sacrificed to its acquirement. A scholar's progress in Persian at a Government School is, therefore, slower than at an indigenous school where nothing else is taught. Persian has been included by the Bombay University amongst the classical languages accepted at the First Arts examination. If the Calcutta University were to follow the example of Bombay, the course would be acceptable. It will have been seen, that I do not speak very favourably regarding proposals for the especial education of Mahomedans. Attempts for their sole instruction have been made, and the career of the Calcutta Madrassa has perhaps hardly been such as to warrant with any promise of success a repetition of the experiment. Indeed, I myself am humbly of opinion, that any attempt to maintain a dual system of instruction, one for Mahomedans and one for Hindús must necessarily fail. The great bulk of mankind hardly prize learning for its own sake. They learn because it is the fashion, because ignorance is esteemed disgraceful, for the sake of support or advancement in after life. But in India ignorance is not yet thought discreditable, and the only students that will study *to years of maturity* without Government assistance, are those who adopt (whether Hindús or Mahomedans) theology as a profession, and those who wish to obtain office. In the Oriental Department of Canning College, the Department has two sides, one for the study of Sanscrit, and the 2nd, for the study of Arabic and Persian, and has been modelled after the fashion most acceptable to native scholars, where too there are Maulavis especially retained for the separate instruction of Shiahs and Sunnis, so that the most orthodox of either sect need not fear that any scholar should learn more than is necessary to convince him of the truth of the tenets held by his own sect, and of the exceeding error of the heterodox, which department or school is situated in a city containing 111,397 Mahomedans, or about 9,000 Mahomedan boys of a school-going age, there are but 114 Mussulman students. Yet the Oriental Department is open to the inspection of any Mahomedan gentleman of repute and learning, and suggestions for its improvement and tending to increase its popularity, would be very gladly received. But though there are now only comparatively so few scholars, I have no doubt that small scholarships of one or two rupees given to [illegible] students would increase the attendance by hundreds, perhaps by thou[illegible] Such

The Calcutta University have now followed this example.

students, however, would not be attracted by the love of Oriental literature, and would be withdrawn, perhaps, from more useful occupations. The Punjab University College require students, candidates for their examinations, to answer questions on general knowledge in the Vernacular, and do not insist upon any acquaintance with English. By so doing, they hope to extend the influence of the University. It is still an experiment. But even in this experiment, the Senate have thought it advisable to append to the advertisements giving the details of the examinations, notices that scholarships of from 8 to 12 Rs. are offered to candidates who shall pass the Entrance Examination, and shall promise to continue their studies to the F. E. A., whilst scholarships ranging from 14 to 20 Rupees are offered to men who pass the F. E. A. and continue their studies to the B. A. degree. These scholarships are only to be awarded under regulations approved by the Senate. The success of the Punjab University College will, however, be gauged not by the number of scholarship holders, but by the number of students who attend without scholarships. The educational department cannot do very much for the encourgement of learning unless they have the people with them. They can only offer rewards to the most brilliant scholars, and they can provide a career only for the very few. It is to the nation that the vast majority of students must look for employment. The Government always have it in its power to reward men of really profound attainments. But I do not know that such rewards have been given even in moderation. Sanscrit as well as Arabic learning has decayed. And I think that Dr. Wilson of Bombay, will allow me to say, that he is of opinion, that much of the Sanscrit learning that once existed in Benares and Bengal, has ceased to exist simply because of the discontinuance of certain legal appointments, that were exceedingly lucrative, and whose holders were highly respected. The same remark will apply also to Mahomedan Moulavis and Mûftís to whom formerly disputed points of law were sometimes referred. If such appointments were again reinstated by the Government of India, no doubt Sanscrit and Arabic learning would after the lapse of some years revive.

(6.) The most important of all the topics included in the Resolution is perhaps the provision of a suitable literature for Mahomedans, and I would trust for Hindús, the great bulk of the people.

In Bombay, there is attached I believe, to the Department of Public Instruction, a Translator's Office. The Marathi Translator and his assistants have produced a most valuable series of school books, that are as prized in indigenous as in Government schools. Before taking additional steps to provide a suitable literature for Hindús and Mahomedans, I think that a report on the cost, the working and the results of the Translator's Office in Bombay should be called for and published. It seems to me, that special machinery for the production of school books and for the reward of native authors is required. At present no such machinery exists. The Government of India, I believe, are afraid lest the works produced by translators should not be popular, and remain unsold—so at present authors can only be encouraged by the purchase

of their books for prizes or by especial rewards. But there is no machinery even to estimate the value of the books submitted. The books are forwarded to the Director of Public Instruction, and he must, in addition to his other multifarious duties go over each book presented, and accurately guage its merit, or he may call upon some of his subordinates as hard worked as himself to assist in the criticism of books submitted for publication. Moreover, many, nay most of those who write, and adapt books for school use, are either not acquainted at all with Western science and art, or at the best, have but a superficial acquaintance with these subjects. Thus, the books that are presented follow a stereotyped Eastern groove, or are unidiomatic and bald versions of some trifling English work. If a special office for the examination and publication of works in Hindí, Urdú, Persian, and Bengálí were established, and this office were connected with the Educational Departments of Bengal, the North-Western Provinces and the Punjab, and were under the control of some one of their departments, I cannot but think, that a better class of literature would be produced than under the present system. There might be some loss at first, but this loss would be very tangible. The shelves of the Translators' office groaning under heaps of unsold literature would expose the failure. Whereas, at this time, whatever loss is sustained, is distributed through all the provincial departments of public instruction, and simply provides, when such loss occurs, bad prizes for deserving students. There is now no office nor officer whose "imprimatur" would be at once accepted as to the value of a book. If the Translator's office has been successful in the Bombay Presidency, and I can vouch for the exceeding popularity of its educational series, then perhaps a similar office might be opened either in Calcutta or Allahabad. To it might be referred all new books either in manuscript or after publication, to this office the reward of deserving authors might be entrusted, and besides all this, the office itself might issue its own publications in consultation with the several provincial educational departments.

7. The attention of the Universities has been called to the subject of Mahomedan education. Their attention to the intersts of Hindú education is also necessary.

The Calcutta University have, I believe, recently assented to the commencement of middle class examinations in the Vernacular, at all events, a scheme for such examinations is under their consideration. These examinations admit of indefinite extension. Titles of honor, such as Maulaví, Pandit, and Munshi, and similar styles might be adopted, and Vernacular examinations for the several degrees constituted. The University would thus acquire great influence over all kinds of Vernacular learning, and our Vernacular schools would receive a great stimulus. In no part of India are such examinations more needed than in the Bombay Presidency. For the Bombay University persistently ignores all but those students who possess sufficient funds to present themselves at Bombay for examination. From Belgaum, Rutnagherry, Goa, Kurrachi, Nagpore, Chundah and Indore, pupils must travel hundreds of miles, and

live for days in a strange and dear city, if they wish to have the University stamp on their acquirements.

I have &c.,
COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

From the Officiating Secretary to Chief Commissioner of Oudh, to the Secretary to the Government of India, Home Department, Calcutta, dated Lucknow, the 15th April 1872, No. 1709.

General.

With reference to the communications noted in the margin,* regarding the encouragement of Mahomedan education generally, and of Arabic and Persian literature in the University course, I am directed to submit a copy of a letter from the Director of Public Instruction, dated 6th September 1871, with the following remarks:—

*No. 306 7th August 1871.
No. 70 26th January 1872.
No. 161 3rd April 1872.

2. The comparative appreciation by Mahomedans of the existing method of instruction in this province is attested by the fact, that whilst the proportion borne by pupils undergoing instruction, to boys of a school-going age, is in the case of Hindús, only 3·3 per cent, it reaches in the case of Mahomedans, a percentage of 8·1, and it would thus appear, that in Oudh, as well as in the North-Western Provinces and the Punjab, the Mahomedans, at least proportionately, do avail themselves of the educational advantages that Government offers.

3. Nor can it perhaps be fairly said, that, at any rate since the general diffusion of educational Committees, the Mahomedan gentry of the province stand aloof from active co-operation with our system. For in these Committees the Mahomedan element is well represented, and the influence of intelligent and wealthy Mahomedan gentlemen is appreciably felt.

4. As a fact, moreover, although the Hindú so largely outnumbers the Mahomedan population of the province, the course of instruction is practically a course of Urdú-Persian rather than a course of Hindí-Sanscrit, and is thus in itself more suited for Mahomedan than for Hindú scholars. Indeed the results in Government schools are stated as follows :—

Learning	English,...	1,699
,,	Urdú, ...	17,009
,,	Persian,...	4,924
,,	Hindí, ...	16,836
,,	Arabic, ...	141
,,	Sanscrit, ...	123

and in the Canning College it would, perhaps, be difficult to devise means more suited than the existing system to ensure, to all inclined to avail themselves of its advantages, complete instruction in the higher branches of Persian and Arabic literature.

5. At the same time Sir George Couper is glad to be able to express his conviction that in "Kusbahs" and other centres of Mahomedan population, more systematic attention is being paid than formerly to the wants of this particular class. Grants-in-aid on behalf of Mahomedan schools have been encouraged, and even if the direct benefits of instruction in a course of literature yearly, perhaps, becoming more obsolete, are not immediately apparent, there can, he thinks, be no doubt that the people are becoming thoroughly aware of our wish to meet them half way, or that the indirect advantages arising therefrom must be considerable. He awaits with interest the submission of the annual reports for 1871-72, as showing what really has been done in this direction, but he is inclined to believe, that as much is now being done as is, perhaps, contemplated in the resolution under reference.

6. Regarding the creation of a vernacular literature for the Mahomedans, Sir George Couper has no suggestions to offer. The opinion of the present Director, Mr. Browning, as expressed in the letter attached, deserves consideration. The opinions of Mr. Davies, the late Chief Commissioner, and of Mr. Handford, the late Director of Public Instruction, were expressed in this office, No 2181, dated 7th May 1870, to the address of the Registrar of the Calcutta University, a copy of which with its enclosures is annexed.

7. In the general principles that secondary, and higher education conveyed in the Vernaculars, and rendered more accessible than now, would, especially if coupled with a more systematic encouragement and recognition of Arabic and Persian literature, be acceptable to the Mahomedan community, and would enlist the sympathies of the more earnest and enlightened of its members on the side of education, that in avowedly English schools established in Mahomedan districts, the appointment of qualified Mahomedan English teachers, might with advantage, be encouraged; and that assistance might in this class of schools be justly given to Mahomedans by grants-in-aid, to create schools of their own, Sir George Couper cordially concurs. He believes, indeed, that full weight is given to them in the present educational system of the province.

8. The creation of a vernacular literature, which shall "combine the substance of European knowledge with native forms of thought and sentiment," is a problem, which, to fulfil thoroughly, the objects of the system of education laid down in the despatch of the 19th July 1854, it is absolutely necessary to solve, but which, it may be feared, is practically almost as far from solution as it was twenty years ago.

H B. HARINGTON,
Offg. Secy. to Chief Commissioner, Oudh.

No. 1710.

Dated, Lucknow, the 15th April 1872.

Copy of the above forwarded to the Director of Public Instruction for information, with reference to his No. 1,840, dated 6th September 1871.

H. B. HARINGTON,
Offg. Secy. to Chief Commissioner, Oudh.

APPENDIX D.

Annual Report Canning College, 1871-72.

FROM

THE OFFICIATING PRINCIPAL,

CANNING COLLEGE.

To

GORE OUSELEY, ESQR., C. S.,

COMMISSIONER OF LUCKNOW, AND PRESIDENT CANNING COLLEGE COMMITTEE OF MANAGEMENT.

SIR,

I have the honour to submit the following report on the working of Canning College, during the official year 1871-72.

2. On the 15th of March 1871, Mr. Boycott, the Principal of the College, left for England on sick leave, and I took over charge of his duties in addition to my own as Senior Professor.

3. There were several matters requiring immediate attention, as being necessary to complete the business of the official year 1870-71. The annual returns were to be prepared for the Director of Public Instruction, arrangements to be made for the public distribution of prizes, and measures to be taken for the appointment of a successor to Mr. Sykes.

Distribution of Prizes.

4. In the absence of General Barrow, the Patron of the Institution, whose severe and sudden illness had just then cast a gloom over the station, the Bishop of Calcutta, who happened to be on a visit to Lucknow, did us the honour of presiding at the distribution of Prizes. At the conclusion of the proceedings, His Lordship delivered an eloquent and instructive address, which I have reason to know was thoroughly and gratefully appreciated.

Successor to Mr. Sykes.

5. Mr. Sykes, to whose skill and energy the marked success of some of our higher classes, in the previous year, had been chiefly owing, had recently left us, his services having been transferred to the Martiniere. A considerable time elapsed before a successor was appointed, as there was some prospect that a gentleman who had been eminently successful in the Educational Department of the Central Provinces might be induced to accept the appointment. In this we were ultimately disappointed, and Babú Shiv Nath Banerjea, M. A., was selected to fill the vacant post. This delay caused me some serious difficulty in carrying on the work of the Institution, for two very important members of the staff were thus absent at the same time, the Principal and an Assistant Professor. My task was made comparatively light and easy, however, by the readiness with which the other members of the Staff came forward and took upon themselves additional work.

6. These preliminary matters having been disposed of, I was able to concentrate my attention upon the proper work of the year, dividing my time and care as equitably as I could, between the special instruction of my own classes, and the general superintendence of the Institution. In the circumstances in which I was placed, I thought it my duty to avoid making any material changes in the scheme and general aim of our daily work, lest in some unforeseen way, any such alterations might prove embarrassing to Mr. Boycott on his return. I contented myself, therefore, with seeing that arrangements then existing were fully carried out, and that College and School were maintained in a state of efficiency.

7. In remarking upon the present state of the Institution, and reviewing the work of the past year, it will be unnecessary for me to recapitulate the various items contained in the statistical report forwarded to the Director of Public Instruction. I shall merely refer to those statistics which appear to me to be deserving of special notice.

Increase of Numbers.

8. The number at present on our rolls in all the departments, Preparatory School, School Proper, College, and Oriental Department is 720. When the Institution first came into existence, eight years ago, as an Elementary School, the number on the rolls was under 200. This clearly shows that, at the time it was established, it was a desideratum, and that its subsequent good management and success have won for it the confidence of the inhabitants of Lucknow and of the Province generally. Nay more: its good name has extended beyond the limits of Oudh, and applications for admission from Bengal and the North-West have now become frequent.

Number of Pupils from Landed Class.

9. The T'alukdárs send us 24 pupils, and the Zemindárs 24. In 1868 we received from the T'alukdárs 24, and from the Zemindárs 27, A decrease of three out of 51 is most likely incidental; and the numbers may be regarded as stationary. This is not encouraging, but we have no reason to complain; for our work is essentially an innovation, and the landed class are, by their very position, conservative.

From Serving Class.

10. The largest number of Scholars is contributed by those tabulated under the name of the Serving Class: *i.e.*, Government Servants, the Clerks and other employés of the Railway, &c. These men have found that their own success in life has greatly depended upon their being superior in education to their competitors in the race for promotion; they see that in Oudh, as elsewhere, the Bengalí is frequently preferred for office work to a native of the Province; and they infer (unless they be Bengalís themselves), that this preference is shown on account of superior training and not superior natural ability. The Bengalís among their number naturally assume that it arises from both. In either case, education in the estimation of this class of men rises in value. It is a subject worthy of careful consideration by the people of Oudh, that education is rapidly spreading in other parts of the Bengal Presidency; and that, if they do not wish to see strangers step into positions of trust which they may think belong of right to themselves and their children, it becomes them to avail themselves readily of those privileges which are now within their reach.

11. I am astonished to find the small number contributed by the Trading Class. Out of 720, only 61 are their children. In other countries, the Trading Class have taken the lead in adopting liberal views, but here, the contrary is the case. Elderly natives, who are naturally tenacious of old customs in education as in other things, speak with contempt of the instruction we impart as "money making knowledge," and yet the money making class send fewer children to us than any other. They seem to think the shop the only school necessary for their boys. It is to be hoped, that, in course of time, they will discover it to be a mistake, even as a matter of self-interest, for a merchant to insist on standing still, while his customers are making progress. I am anxious to see a closer union between the Trading Class and ourselves; for most of our scholars cherish the fallacious hope that their will be room for all of them within the limited sphere of Government employment, whereas the majority of them ought to be looking forward to a wider field of labor in independent enterprise.

From Trading Class.

12. The Hindús have, from the first, been more ready to acknowledge the benefit to be derived from an English education than the Mahomedans have been. The latter seem to have looked upon the work done in English schools with a certain amount of jealousy. I am assured that this feeling is now on the wane; and I trust that the Mahomedan community will soon learn by experience, that they have nothing to fear from us but everything to gain. That a strong prejudice does exist is evident, from the fact, that 41 per cent. of the inhabitants of Lucknow are Mahomedans, while only 27 per cent. of the pupils of Canning College are Mahomedans. Perhaps we may anticipate a change for the better. From a recent decree of the Calcutta University, they have decided that Persian is to be recognized as one of the languages to be studied for examinations, on an equal footing with Arabic and Sanskrit. As our higher school classes, and those of the College, have the University Examinations, as their ultimate end and aim, it will be necessary for us to introduce into those classes the teaching of Persian. All Mahomedans consider a knowledge of Persian not only necessary to make a youth's training complete, but they reckon it to be the most important part of his education. Mr. Syud Husain, our Arabic Professor, assures me that our school and College would gain immensely in popularity by the introduction of this language into our curriculum; and that it would be the means of attracting pupils even from the higher ranks of Mahomedans.

Hindús and Mahomedans compared as to Number.

Introduction of Persian into English Departments.

13. The attendance has been good throughout the year. It shews an average of 84 per cent. This is as high an average as we can expect, considering that a good proportion of our pupils come from the city (four or five miles distant,) and that, consequently, during the heat and the rains, the slightest symptom of sickness makes it imprudent for parents to send their children so far. The attendance has been greatly affected, moreover, by the frequent recurrence of Hindú and Mahomedan holidays. A holiday, in this languid and debilitating climate is not always a boon. It is not, as in England, where there is an immense

Attendance.

Holidays.

amount of surplus energy ready to find its natural vent in out-of-door sports. Our holidays are too apt to encourage irregularity and sloth. The Committee have, therefore, reduced to the minimum the number of festivals and fasts to be observed, and the number of days to be assigned to each; and they have transferred the long midsummer vacation to the cold weather, so that teacher and scholar may enjoy leisure at the only time of the year when travelling is pleasant, or open-air exercise is possible.

Fees

14. I am sorry to observe that our rapid increase in numbers is not accompanied by a corresponding increase in the amount of fees. This is not as it should be. Our system of collecting fees does not appear to be any longer suited to the state of the Institution. The rule is, that they are to be assessed according to the income of the parents; but I find, that the more extensively this rule is known, the more rapidly the incomes of the parents seem to decrease. This system was well adapted to the state of the Institution in its infancy. It was the wise and generous policy of its founders to place a good and thorough education within the reach of all the inhabitants of Lucknow, even of the poorest. I think, however, that the President and Committee will agree with me that it forms no part of their plan to give the higher education for next to nothing, thereby depreciating its value even in the eyes of those who receive it; for an education virtually free, can never in the very nature of things, be appreciated as it ought to be. It seems to me to be an anomaly, that a student who is far enough advanced to study conic sections and the Sanskrit drama, should be paying the same fee as a little child commencing the alphabet. It will remain, therefore, to be considered, whether it would not be advisable, while retaining the present system in the lower classes, to introduce a graduated system of fees in the higher classes, where a more advanced education is given than is necessary to enable the youths taught to earn a competence in the ordinary walks of life. Such a change as this must, of course, be introduced by degrees, and with extreme caution.

Oriental Department.

15. The Oriental department contains at present 123 students.

At the close of the year, Babú Raj Coomar examined the Sanskrit classes, and Mr. Syud Husain examined the Arabic and Persian classes. Babú Raj Coomar reports favourably of the classes he examined; he states that the teachers have evidently taken great pains with their students, and that with the single exception of composition, these had done well in every subject. Mr. Syud Husain speaks in the same terms of approval of the Persian and Arabic classes: he remarks, however, that an undue share of attention seems to be paid to the more advanced students. But this is only what might be expected. Our Maulavis and Pandits are all men of great reputation in the city for their learning; and, in teaching a class of boys, of all ages, and studying every subject from Grammar and History, to Medicine and Metaphysics, it is natural that they should linger over subjects more congenial to their tastes, and affording them an opportunity for bringing into play that vast erudition of which they are so justly proud.

The Mujtahid with his usual kindness came at my request and examined the Arabic and Persian classes. He expresses himself as being highly satisfied with their present state, and with the progress they have made, and mentions some of the senior boys, to whom he awarded full marks, as having displayed unusual ability and dillegence in their studies. Both the Maulavis and myself cannot but feel grateful to the good Mujtahid for the warm interest he has invariably taken in our Mahomedan students, and for the high opinion which he has been pleased to express concerning them.

It would be a lasting benefit to this department, if the Maulavis and Pandits were required to teach up to some clearly defined standard, with the prospect of having the efficiency of their work tested by some authorized body of examiners, such as those appointed by the Lahore University, or those appointed in connection with the middle class examinations of the Calcutta University. This would ensure unity in the teaching, and make it more efficient, by forcing its results into comparison with what is done elsewhere.

Preparatory School and School proper.

16. The Preparatory School has 216 on the roll, the school proper 317.

The various Professors assisted me as usual in the annual examination of these two departments. This examination, together with the periodical inspection of the classes throughout the year, enables me to form a very clear notion of how the work has been done. I am happy to state that the results are in every way satisfactory.

The scheme adopted two years ago of having the younger children taught in small classes by monitors, under the supervision of an experienced teacher has proved a complete success. This is due for the most part to the zealous care of the able Superintendent, Pandit Sheonarain.

The studies in the various classes of the school proper are conducted according to a programme of work drawn out by the Principal at the beginning of the year. The amount therein prescribed has been very fairly accomplished by most of the teachers; and all the classes display marked progress in every subject as compared with the results of former years. This I attribute, to a great extent, to the cheerfulness with which the teachers receive any hints and advice offered to them by the Principal, and the readiness with which they carry out his views. For example: Mr. Boycott found reason, last year, to call their attention to certain deficiencies in their teaching of arithmetic, dictation, and English generally: the result has been that the marks obtained in these subjects have risen nearly 20 per cent. The weak point in these classes, as in all native schools, is English and vernacular composition. Perfection in this respect will be difficult of attainment; for it is obvious, that, to express one's thoughts clearly, and with correct idiom in any language, indicates a far higher stage of progress than the mere capability of understanding what is read from a book. Difficult, though it is, however, I have resolved that nothing short of high excellence will be accepted, inasmuch as skill in composition enhances the value of the instruction received four-

fold, giving, as it does, to the student the power of communicating his knowledge to others. One great want of the country is a native literature suited to the wants of modern times. I trust that our young men may do something towards supplying it. I would fain hope that the benefits conferred by such an institution as this, will not begin and end with those under our charge, but that each of them, when he goes forth from us to begin the world's duties, may be a centre from which sound sense and enlightenment will spread throughout the community at large.

College Department.

17. We have at present in the College Department 55 students. Of these, 45 are studying for the First Arts, nine for the Bachelor of Arts, and one for the Master of Arts Examination. I could not wish to have a finer set of students. From the first they have taken kindly to their respective studies, and have set to work with a will. Success at examinations depends upon many contingencies over which we have no control: it would, therefore, be rash to promise too freely; but I shall be greatly disappointed if many of those young men do not distinguish themselves at the end of the year.

Written examinations.

18. I have kept up, throughout the year, Mr. Boycott's excellent system of weekly and monthly written examinations, and with the most beneficial results. These exercises prove to be a most admirable mental discipline for the students; and they enable the Professors and Teachers to "take stock" as it were of the amount of knowledge actually imparted.

Teaching of science.

19. It will be necessary for us before the commencement of another year, to make some further provision for the teaching of science. The Syndicate of the University have ruled that this branch of education should, in future take a position of equality with Literature and Philosophy, and that the present meagre scheme of scientific study should be greatly extended. This is, in my opinion, a change which will in a few years work an entire revolution in the habits of thought of the people of this country; and as such we ought to welcome it. The refining effects of a purely literary education are limited to the literary classes themselves, for between them and the uneducated masses there can be no sympathy; but scientific truth, appealing as it for the most part does, to facts plain and palpable to every one, has a power of its own of filtering downwards and finding its way even into uncultivated minds; and it is therefore the surest means of undermining error, superstition, and ignorance. Scientific study, moreover, cultivates in the student a habit of observation, and thereby saves him from a relapse into the state of dreamy lethargy which is too prevalent among his fellow-countrymen, and which is the greatest enemy of all progress.

Conduct.

20. The conduct and discipline of the scholars and students has been all that could be desired. I attribute this, to a great extent, to the skill and tact of the teachers and professors, and to the mutual confidence which subsists between them and those under their charge. With a view to extend and strengthen this mutual confidence, I requested the teachers of the school to cultivate, as far as possible, an acquaintance with the parents of their pupils; and I am happy to say that they have readily carried

out my wishes. This is a benefit to the teacher, for it gives him a fuller knowledge of the character of those under his control; it is a benefit to the parents, for in this way they understand more clearly the school life of their children, and are able to further the teacher's efforts by home influence.

Necessity for a Boarding House.

21. There are many of our students, however, over whom our influence can extend no further than the College Compound. I refer to the lads who come to us from the Districts, many of whom have no relatives in Lucknow. I know that parents view with anxiety the prospect of sending their youth to such a city as this, to be exposed to the worst temptations, and to be at the same time left to their own devices, unwatched, uncared for. According to our present arrangements we can make no provision for them. We have a few rooms in the compound, but these are small and over-crowded. I think that as at Agra, and other places in the North West, a boarding house might be established. The cost would not be great, and the boon to the students would be immense. The students themselves would appreciate it as affording them the opportunity of quiet and uninterrupted study, and I know that even those who have homes in the City would prefer a residence there for this reason alone. It might be placed under the supervision of some of the teachers; and I feel confident that, with proper care it might be made in a short time, self-supporting.

Law class.

22. The senior Law Class contains nine students, the Junior 37: total 46. The highest monthly average attendance is 30. Towards the end of the year, when the University Examinations are approaching, the attendance of the Junior Law Class diminishes very considerably. This is not to be wondered at: for these examinations are immediate, whereas the Law Examination is to most of them a contingency that can only take place two, three, or four years afterwards. I use the word "contingency" advisedly; because the Bachelor's Degree in Arts must be taken after four years' College Study, before they can become candidates for the Bachelor's Degree in Law. The Law Class has always been highly popular among the Students; and it does appear strange that young men, with abundance of work already on their hands, should find the means of mental relaxation in a study so abstruse and so full of dry uninteresting details. Apart from the lucid and therefore attractive form in which our students enjoy the privilege of having the subject brought before them, there seem to be two reasons for the popularity to which I refer. First, the native mind has a special aptitude for every study in which logical acumen is required; and secondly, a legal education opens up to the Student a career in which profit and good position are the sure reward of energy and talent. The Law Department was instituted in order that the numbers of native pleaders practising in our Courts might be weeded of those worthless individuals who have only a smattering of the knowledge necessary for their profession, and that the place of these latter might be filled by trained and educated men. It would therefore, I think better fulfil the purpose for which it was established, if it were formally recognized by the Legal Authorities of Oudh, and if the special training given were accompanied by some substantial privileges.

Mr. Theodore Thomas, the Law Professor was absent for nine months during the past year on sick leave, the duties of the office being performed in the interim by Mr. T. L. Ingram.

Mr. Thomas gives the following report concerning the work of the year :—

To the senior class lectures were given on the following subjects :

The Law of Personal Property.

Elements of the Law on Real Property.

The Law of Contracts and of Negotiable Instruments.

The Indian Succession Act.

The New Indian Evidence Act of 1872.

With the Junior Class the following subjects were taken up :—

The Nature of Law.

Municipal or Civil Law as applied by Civil Courts in India.

Legal Maxims and Fundamental Principles of Law.

The Code of Civil Procedure.

The Moffussil Small Cause Courts Act.

The main object of the Law Classes is to qualify students for the Bachelor of Laws degree of the Calcutta University, and with this view, the course laid down by the University is the guide to the Lecturer. To suit those students however, who may not be eligible for the examination of the Bachelor of Laws degree, which requires a preliminary qualification in arts, all the subjects and text-books laid down for the examination of Pleaders both in the North West Provinces and in Oudh are taken up at some time or other during the three years' course. Any students therefore, who may wish to qualify for the Pleadership Examinations have the means within their reach of doing so.

Proposed medical school.

23. The recent opening of the Balrampur Hospital offers to our Students, at no distant date, a new and very extensive field for labour and ambition. There is a crying need for Native Doctors throughout the Province, the Medical School proposed to be attached to the Hospital would afford the means of training; and our College would easily supply students.

Results of Examinations

Entrance class.

24. The results of the Entrance Examination were most disheartening. In 1870 we passed 18 students, in 1871 we passed seven, three in the 1st division, three in the 2nd division, and one in the 3rd. This seems startling, but a careful consideration of the following facts will show that this striking discrepancy may be satisfactorily explained. First, the Examination was considerably more severe than it has ever been before; the questions were not more difficult, but the examiners were more strict

In 1870, 29 schools sending up an aggregate of 78 Candidates failed to pass one ;

In 1871, 76 schools sending up an aggregate of 269 Candidates failed to pass one ;

In 1870, 1,099, out of 1,905 Students passed ;

In 1871, 766 out of 1,902.

From these numbers we can only infer one of two things, either there had been a general neglect of duty on the part of the teachers from Calcutta to Lahore, and a general collapse, intellectually, on the part of the students, or the Examiners had suddenly become more rigorous in their demands. There is no difficulty in deciding between these two alternatives. Secondly: our entrance class of last year was below the average of ability and attainment from the first. Mr. Boycott in his Report of March last, speaks of them by no means hopefully. The written examinations soon revealed the truth to me, their lack of individual energy and diligence being indicated by the fact that they were most deficient in History and Geography, subjects in which they require the minimum amount of aid from the teacher, and in which our students have seldom failed. They tried hard to retrieve their character towards the end of the year, but unfortunately for us, the Examiners in History and Geography were more stern and scrupulous in awarding marks than any of their predecessors had been.

In 1870, 237 failed in History and Geography, out of 1,905.

In 1871, 666 „ „ „ „ 1,902.

Since, then, our material was unusually weak, and it was exposed to a strain unwontedly severe, the result was failure. A glance at the examination returns will show that the fate of every large school was similar to our own. It is obvious, moreover, that an unusually severe examination tells more fatally upon a school which, like ours, is accustomed to send up large numbers, than upon more insignificant institutions, the number of whose candidates never exceeds four or five. It will be observed that, I have omitted to notice the ratio between the number sent up and the number who have passed. The results are published in this form; but it is merely a device on the part of the University to spare the Examiners the unnecessary task of reading papers written by hopeless candidates. We know before-hand who are our best students, and by a stroke of the pen, the number who pass may be made cent. per cent. of those sent up. This is not a test of the efficiency of a class, but of its teacher's shrewdness.

First Arts.

It would be needless for me to go into the same detail, concerning the First Examination in Arts. Here also there was an increase of severity. We nevertheless passed five, three in the 2nd division, and two in the 3rd. We took the same relative position with regard to the other colleges as we had done in the previous year. By a comparison of the numbers passed, and the divisions in which they were placed, according to Mr. Woodrow's system of calculation, I find that in 1870, out of 31 institutions we stood 6th, and in 1871, out of 33 institutions we stood 6th.

I would say a word on behalf of those who have failed. Their failure indicates that their attainments have not come up to the required standard, but it by no means implies great deficiency, much less total ignorance. A glance at the Examination questions will show that it is a hard task to pass in *every* subject; and yet a failure in one subject is failure in all. This is as it should be; but the result is, that often

a student who has an excellent knowledge of English, is rejected because weak in Mathematics, and one who stands high in Mathematics, is struck off the list because he is imperfectly acquainted with Arabic or Sanskrit grammar. It is but fair, therefore, that we should not visit those who fail with undue censure.

B. A.

The two sudents of our B. A. Class, Brojendro Nath Dé and Hanuman, Pershad, have been a credit to our college. The number of B. A. candidates was 232, of these 132 failed. I mention this to shew that the examination was not an easy one. Both our candidates passed: one in the 2nd division and the other in the 1st. No college except the Presidency college and our own, passed a student in the First Division; and the former college, out of 79 candidates, only passed 9 in that division. Of the ten students, who had thus the honour of standing at the top of the list, Brojendro Nath Dé stood 6th. A few weeks after having thus distinguished himself, he went forward to the M. A. examination: he took his degree with honours, and was second on the list, receiving the silver medal of the Calcutta University for the year. The success of these two students has been uniform. Hanuman Pershad passed the Entrance, First Arts, and B. A. examinations in each case, in the second division; Brojendro Nath Dé passed the Entrance, First Arts, B. A. and M. A. examinations, in each case, in the first division. We have every reason to be proud of them, for they are as unassuming in their character as they are talented and persevering. We passed one B. A. student last year; but he was not of our training. He had been sent up, more than once, from another college and failed: he came to us for about nine months and passed. But these two young men are in every respect our own students: they have been with us from the earliest stages of their education till the present time. We may, therefore, regard them as the first-fruits of our labours, and I trust they may prove an earnest of a rich and abundant harvest in the years that are to come.

M. A.

I cannot conclude this report without specially recording my obligations to Mr. Gall, Babú Raj Coomar, Mr. Syud Husain, and Mr. Evans, not only for their ability and assiduity in the performance of their special duties, but also for their readiness to impose upon themselves extra work, when by so doing they might lessen the amount of my own labour.

In connection with my remarks concerning the University Examinations, I append to my report an extract from the address of the Vice-Chancellor at the recent Convocation of the Calcutta University.

"The results of the University examinations just closed, show but "in one respect a marked difference from those of last year's examinations. "The number of candidates for the First Arts and for the Entrance Stand-"ards is nearly the same as last year, being 1,905 for the Entrance, and 540 "for the First Arts, as against 1,802 and 507.

"The percentage of failures is, however, far greater, being 60 per "cent. in the examination for Entrance against 43 per cent. of last year; "while the First Arts Examination shews 61 per cent. of failures against "57 per cent. of 1870. I am assured that the character of the papers set

"in 1871, has not materially differed from that of past years; and we "have, therefore, to look for the cause of the increased number of failures "either in a falling off in the character of the teaching, or to a greater "strictness in awarding marks.

"As the results are pretty nearly the same among the candidates "from all the several provinces, and in both standards, I am inclined to "attribute it to the latter cause. I observe that the failures in History "shew by far the greatest increase, though those in English and Mathe-"matics are also 50 per cent. more than last year. If I am right in my "view of the cause of these failures, I think they are hardly to be regret-"ted. The results of the Bachelor of Arts Examination present no special "feature beyond that of such a moderate increase in numbers, both of "candidates, and of successful candidates, as was to be expected from the "results of previous year's examinations in the lower standards.

"Out of the twenty-five candidates for Honors, three passed in the "First Class, two in English, and one in Philosophy; the two former are "this year both from up-country Colleges, one from the Canning College, "the other from the Delhi College."

I have the honour to be,
Sir,
Your most obedient servant,
MICHAEL J. WHITE, M. A.,
Officiating Principal.

APPENDIX E.

CIRCULAR No. 3-297 of 1871-72.

FROM

COLIN BROWNING, ESQUIRE, M. A.,

Director of Public Instruction, Oudh.

To

INSPECTORS AND DEPUTY INSPECTORS OF SCHOOLS, AND HEAD MASTERS OF HIGH AND MIDDLE CLASS SCHOOLS, OUDH.

Dated Lucknow, the 22nd April 1871.

In future, Kayathi will not usually be taught in any village school until the pupil shall have reached the 2nd class ; that is, until he shall have learned the Nágri character sufficiently to be able to read the Vidyánkur. Similarly, in Town Vernacular and Anglo-Vernacular Schools, Kayathi will not generally be taught until the pupil has reached the 3rd class, nor will it ordinarily be taught to any pupil in any Zil'a school until he shall have reached the 6th class. Should the parents or guardians of any children desire their relatives or wards to commence with Kayathi before learning Nágri, then for each Kayathi student, a fee of at least two annas will be charged. There will be no Kayathi free students.

(2). At Lahurpúr, Nabinagar, Colonelgunj, Ramnagar and other places, where the lowest classes are enormously overgrown, and contain boys who are slowly learning Kayathi, the Masters in introducing this rule will exercise tact. The Director of Public Instruction believes, that if proper tact be used, not a single scholar will be lost to the department, for, the people of Oudh thoroughly understand what will conduce to their material benefit. This ruling does not forbid Kayathi, but simply provides, that a pupil shall know something else besides Kayathi, and shall not linger for years in the lowest class, and finally leave school knowing nothing but Kayathi and the multiplication table. For, suppose a boy to enter a Government school at eight years of age, in two years he should have reached the class in which he may commence Kayathi, and in three years he should have mastered that character, be able to read or write any letter or book written in Nágri in a simple narrative style, and have learned at least the first four simple and compound rules, Reduction and Proportion in Arithmetic. Thus, at eleven, he will be as fit to assist his parents in their business as he is now at the same age, and will besides have acquired the use of Nágri, which will enable

him to carry on his own education at home, to read a newspaper, to study the sacred epic of the Hindús, as translated by Tulsi Dás, and to acquire such useful information as is contained in Nágri books now published with comparative frequency. But should persons desire their relatives to learn at a Government school, nothing else save a character in which business matters may be committed to paper in the loosest possible way, then this rule provides that such persons shall pay an adequate price for instruction, that may enable their relatives to carry on the business of a petty trader, but certainly opens no door for future intellectual advancement.

COLIN BROWNING, M. A.,

Director of Public Instruction, Oudh.

APPENDIX F.

Statement of the Educational resources of Towns in Oudh, having a population of 5,000 and upwards.

Town.	Population.	Government Schools				Aided Schools.				Indigenous Schools.				Total.				Remarks.
		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		
		1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	
Lucknow District.																		
Lucknow, ..	284,779	20	20	1003	1032	27	27	2145	2409	62	87	743	1089	109	134	3891	4530	
Amethí, ..	7,128	2	2	138	150	..	..	..	..	..	3	..	35	2	5	138	185	
Kakorí, ..	8,343	2	2	104	104	..	..	..	..	4	3	30	18	6	5	134	122	
Malíhábád, ..	7,333	7	6	362	477	..	...	...	..	..	1	..	6	7	7	362	483	
Bará Banki District.																		
Ramnagar, ...	5,714	1	1	70	122	..	..	..	..	..	..	..	..	1	1	70	122	
Fatahpúr, ..	74,94	..	..	...	..	1	1	75	107	..	..	..	..	1	1	75	107	
Darriábád, ..	5,999	1	1	147	138	..	..	..	..	..	1	..	3	1	2	147	141	
Rudaulí, ..	12,517	1	1	82	156	..	..	..	..	5	8	75	137	6	9	157	293	
Zaidpúr, ...	60,680	..	..	..	...	1	1	71	61	3	6	39	76	4	7	110	137	
Nawábganj, ..	10,496	2	2	267	318	..	..	..	..	..	..	..	..	2	2	267	318	
Bara Bankí, ..	3,993																	
Unao District.																		
Bangarmaú, ...	7,621	1	1	60	89	..	..	..	..	..	5	..	21	1	6	60	110	
Safípúr, ..	7,286	1	1	146	170	..	..	..	..	..	10	..	66	1	11	146	236	
Gursat, ...	5,385	1	1	28	31	..	..	..	..	..	..	..	..	1	1	28	31	
Mauráwan, ...	7,997	1	1	106	106	..	..	..	..	..	..	..	..	1	1	106	106	
Harhá, ...	5,446	1	1	65	62	..	..	..	..	2	..	13	..	3	1	78	62	
Unáo, ..	7,277	1	1	250	282	..	..	..	..	5	9	27	71	6	10	277	353	
Purwá, ..	10,880	1	1	169	216	..	..	..	..	2	..	13	..	3	1	182	216	
Bethar, ...	5,009	1	1	95	118	..	..	..	..	..	..	..	..	1	1	95	118	
Targáon, ..	6,197	1	1	46	34	..	..	..	..	..	..	..	..	1	1	46	34	
Mawaí, ..	5,001	1	1	29	18	..	..	..	..	..	..	..	..	1	1	29	18	
Asíwan, ..	5,817	1	1	70	58	..	..	..	..	1	..	5	..	2	1	75	58	

APPENDIX F.—(*Continued.*)

Town.	Population.	Government Schools.				Aided Schools.				Indigenous Schools.				Total.			
		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.	
		1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72
Rai Bareli District.																	
Dalmau, ..	5,654	1	1	46	45	..	..	..	..	..	5	..	31	1	6	46	50
Kunsá, ..	5,864	1	1	56	83	..	..	..	..	..	..	...	..	1	1	56	83
Ikhtiyárpúr, ..	5,002	1	2	231	277	2	1	114	243	..	5	..	43	3	8	345	563
Rái Barelí, ..	7,092																
Salon, ...	5,190	1	1	76	93	..	..	..	..	..	..	..	..	1	1	76	93
Prátabgarh District.																	
Pratábgarh & Belághat,	6,240	1	1	130	158	..	..	..	..	..	..	..	..	1	1	130	158
Sultánpur District.																	
Rokhá Jais, ...	11,689	1	1	90	127	..	..	..	..	..	..	..	..	1	1	90	127
Sultanpúr, ..	5,708	7	6	261	281	..	..	..	..	1	4	30	36	8	10	291	317
Faizabad District.																	
Jalálpúr, ..	6,275	1	1	87	89	..	..	..	..	..	..	..	..	1	1	87	89
Akbarpúr, ..	5,614	1	2	100	239	..	..	..	..	..	..	..	..	1	2	100	239
Ajudhyá, ..	9,949	..	..	..	..	1	1	123	124	6	7	111	116	7	8	234	240
Faizabád, ..	37,104	3	3	648	711	..	..	..	..	8	4	92	40	11	7	740	751
Tandá, ..	13,543	2	2	159	176	..	..	..	..	..	..	..	..	2	2	159	176
Gonda District.																	
Gondá, ..	11,966	1	1	313	320	..	..	..	..	..	6	..	60	1	7	313	380
Colonelganj, ..	5,898	1	1	110	226	..	..	..	..	..	..	..	..	1	1	110	226
Atraulá, ..	5,988	1	1	95	106	..	..	..	..	..	..	.	..	1	1	95	106
Balrámpúr, ..	13,878	..	..	..	..	1	1	153	200	..	..	..	..	1	1	153	200
Nawábganj, ..	6,131	1	1	128	90	..	..	..	..	..	..	..	..	1	1	128	90
Bharaich District.																	
Bharaich, ..	18,986	3	2	235	306	..	..	..	..	4	10	150	222	12	12	385	528
Nánpárá, ..	6,866	1	1	74	68	..	..	..	..	1	6	48	42	7	7	122	110

APPENDIX F.—(*Continued.*)

Town.	Population.	Government Schools.				Aided Schools.				Indigenous Schools.				Total.			
		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.	
		1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72	1870-71	1871-72
Hardui District.																	
Pihání, ..	7,582	3	4	92	89	1	1	112	141	7	3	34	8	11	8	238	238
Gopamaú, ..	5,949	..	..	..	..	1	1	65	76	6	3	35	10	7	4	100	86
Bilgrám, ...	11,534	1	1	161	212	..	..	..	..	10	10	64	20	11	11	225	232
Sandí, ..	11,123	..	..	..	..	1	1	100	110	6	3	43	21	7	4	143	131
Sháhábád, ..	18,254	1	1	266	287	..	..	..	..	10	11	78	140	11	12	344	427
Páli, ..	5,122	1	1	56	60	..	..	..	..	6	..	40	..	7	1	96	60
Harduí, ..	6,415	1	1	187	234	..	..	..	..	..	..	..	..	1	1	187	234
Sandilá, ..	15,511	1	1	169	301	..	..	..	..	18	11	108	76	19	12	277	377
Mallawan, ..	11,670	..	..	..	..	1	1	134	125	..	4	..	81	1	5	134	206
Kheri District.																	
Kheri, ..	5,840	1	1	158	169	..	..	..	..	..	..	..	..	1	1	158	169
Muhammadi, ..	6,161	2	2	137	160	..	..	..	..	..	2	..	10	2	4	137	170
Sítápur District.																	
Khairabád, ..	15,677	1	1	26	60	1	1	80	62	..	2	..	9	2	4	106	131
Mahmúdábád, ..	6,329	..	..	..	..	1	1	138	142	..	..	..	..	1	1	138	142
Sítápur, ..	5,780	1	1	214	247	..	..	..	..	3	..	56	..	4	1	270	247
Pír Nagar, ..	5,790	1	1	84	32	..	..	..	..	1	..	9	..	2	1	93	32
Paintepúr, ..	5,117	..	..	..	..	1	1	71	74	..	2	..	9	1	3	71	83
Laharpúr, ..	10,989	..	..	..	..	1	1	125	120	..	2	..	9	1	3	125	129

APPENDIX G.

Curriculum of Studies for the Normal School for Masters.

ONE YEAR'S COURSE.

URDÚ SIDE.—*1st class.*—(For the Town School Course).

A. Language.	PERSIAN.	*Prose.*	Nigar Danish, being Abúl-Fuzl's edition of Ayar-i-Danish, which is an adaptation of Anwar-i-Soheilí.
		Poetry.	The Bostan, chapters IV and VII.
		Grammar.	By Nisár Alí.
		Composition.	Letter writing.
	URDÚ.	*Poetry.*	The Departmental Urdú Anthology.
		Grammar.	Ashraf-úl-Quwánín until the Departmental Grammar is ready, (Revision).
		Composition.	Letter writing.
	HINDÍ.	*Prose.*	Bhárut Khand ka Itihas, 1st half, Bhoj Prabandhsar, omitting the shlokes.
		Poetry.	Selections.
		Grammar.	The Departmental Grammar.
		Composition and Spelling.	Letter writing in a simple style, and writing from dictation.

C. GENERAL KNOWLEDGE.

(1). *History of India.*—The whole.

(2). *Geography.*—Clift's Geography (revision) map drawing.

(3). *The Terrestrial Globe.*—Simple problems. Selections from Keith Johnston will be prepared, and form a supplement to the third part of Geography.

(4). *Natural Philosophy.*—Elementary statics and dynamics. The outlines of astronomy, easy problems.

B. *Mathematics.*—(1). Arithmetic (the whole).
(2). Algebra to simple equations.
(3). Euclid three books.
(4). Surveying (plane table).
(5). Mensuration (plane surfaces).

D. *Method.*—The Manual for Town Schools, outlines of lessons on various subjects, and practical instructions.

It will be the aim of the teachers to finish at least half the above course by the time the pupils have been six months in this class.

54. *2nd class.*—For village teachers and for students under training for the Town School Master's class.

SIX MONTHS' COURSE.

A. Language.

Urdú.—Selections from Urdú Poetry, 2nd part.

Grammar.—Ashraf-úl-Quwánín until the Departmental Grammar is prepared. The whole.

Composition.—Letter writing, and writing from dictation.

Persian.—Letter Writer, being selections from the letters of the Emperor Alamgir.
Translation into Urdú and *Vice Versá.*
The elements of Persian Grammar will be explained orally.

Hindí.—Vidyánkur.

Grammar.—Bhasha Tatva-dipika. The men will be taught to parse, and Hindí Grammatical terms will be explained and compared with those used in Urdú Grammar.

C. General knowledge.

History of India.—The whole.

Geography.—Clift's Geography and map drawing.

Natural Philosophy.—Elementary mechanics.

B. Mathematics.

Arithmetic.—*Interest* (simple), Vulgar and Decimal Fractions, and somewhat difficult questions in proportion. Mensuration of plane surfaces.
Plane table surveying.

D. Method.

School management.—The Manual for Village School Masters.

SIX MONTHS' COURSE.

3rd class.—For Village School Masters, probationary students.

A. Language.

URDÚ.
- Tálim-ul-Mubtadi (selected chapters with incidental allusions).
- Haqaiq-ul-Moujudat, and selections from Urdú Poetry, 1st part.
- *Grammar.*—Ashraf-úl-Quwánín to the pronouns inclusive (26 pages).
- Writing from dictation.

PERSIAN.
- The same letter writer as in the 2nd class, 1st half.
- Writing from dictation.

HINDÍ.
- Letter writer.
- Parts of speech.
- Dictation.

Arithmetic.—To proportion, including compound rules. Only such questions will be given as do not involve the use of fractions. B Mathematics.

History of India.—Hindú period with some account of the rise of the Mahomedan power. C. General knowledge.

Geography.—The Map of Oudh, and outlines of the Map of the World, taught orally. The use of the scale, and the cardinal points of any map, and the differences of projection should be explained with proofs of the rotundity of the earth.

ONE YEAR'S COURSE.

55. HINDÍ SIDE.—*1st class.*—For Town School Masters.

SANSKRIT.—The Hitopadesha, selected chapters—Rupaoli, *derivations*, and rules of Sandhi. A Language.

HINDÍ.
- *Poetry.*—Ramayan Aranya Kand.
- *Prose.*—Prem Ságar, selections only, when the pupils have read at least half the Aranya Kand.
- *Grammar.*—The Departmental Grammar with exercises in parsing.
  Letter writing, and writing from dictation.

URDÚ.
- *Prose.*—Wakiát Hind, the whole.
- *Poetry.*—Selections, part 2.
- *Grammar.*—Ashraf-úl-Quwánín.
  Writing from dictation.

As in the 1st class, Urdú side, Hindí versions of the text-books being used. B Mathematics.

Ditto, Ditto, Ditto. C. General knowledge.

As in the 1st class, Urdú side, the Manual for Town Schools will, however, not be taught in Hindí, but in Urdù. D Method.

SIX MONTHS' COURSE.

56. *2nd class.*—For Village School Masters.

HINDÍ.
- Bhoj Prabandhsar. Selections from Hindí Poetry. Until these selections are prepared the Kiskinda Kánd may be read.
- *Grammar.*—The Departmental Grammar. A. Language.
  Letter writing.
  Writing from dictation.

URDÚ.
- Haqaiq-ul Moujudat.
  Writing from dictation.
- *Grammar.*—Ashraf-úl-Quwánín, until the Departmental Grammar is ready.

B Mathematics. As in 2nd. class of the Urdú side, only Hindí versions of the text books will be used.

C. General knowledge. Ditto, Ditto, Ditto.

D. Method. *School management.*—The Manual for Village School Masters in Hindí.

SIX MONTHS' COURSE.

57. *3rd class.*—For probationary students and village school Masters.

A. Language. HINDÍ.—Vidyánkur.

Grammar.—To the pronouns.

Writing from dictation.

URDÚ.—Letter Writer.

Grammar.—To the pronouns.

Writing.—Dictation.

B. Mathematics. As in the 3rd Class Urdú side, only Hindí versions of the text books will be used.

C. General knowledge. Ditto, Ditto, Ditto.

58. Time tables for each class will be prepared both in English and the Vernacular, and a general time table will also be prepared, showing the work of each master for every school hour in the day.

59. The half-yearly examination of the Normal school will usually take place in September, and the Annual Examination in March.

COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

APPENDIX. H.

Classification or Standards of all pupils in Government and Aided Schools adopting the prescribed Curricula, and submitting to Departmental Examinations (A.—I.)

(A).—Government Schools of the Higher Class, Zil'a Schools.

Name of Schools.		Number of pupils in classes								Total.
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	
Faizabad, ...	1870-71,	17	29	51	50	28	75	133	184	517
	1871-72,	15	36	56	47	50	86	121	182	593
Gonda, ...	1870-71,	5	14	21	29	30	60	87	67	313
	1871-72,	14	14	28	31	28	74	61	70	320
Bharaich, ...	1870-71,	...	4	10	14	13	17	81	72	211
	1871-72,	5	5	10	10	11	70	54	113	278
Rái Bareli, ...	1870-71,	6	20	17	28	27	19	45	69	231
	1871-72,	13	13	25	30	22	25	59	75	262
Sultánpur, ...	1870-71,	6	12	17	14	23	23	37	36	168
	1871-72,	11	15	14	15	22	41	22	55	195
Partábgarh, ...	1870-71,	...	...	11	15	22	20	34	28	130
	1871-72,	...	6	7	21	19	34	26	45	158
Bára Banki, ...	1870-71,	9	14	14	17	16	23	54	100	247
	1871-72,	11	19	18	23	22	40	76	89	298
Unáo, ...	1870-71,	8	14	19	10	22	31	42	104	250
	1871-72,	10	10	16	22	33	56	56	79	282
Sítápur, ...	1870-71,	8	16	13	16	15	24	39	83	214
	1871-72,	6	11	12	12	29	20	71	146	307
Hardui, ...	1870-71,	9	15	23	16	14	16	19	75	187
	1871-72,	13	20	23	16	17	57	30	58	234
Lakhimpur, ...	1870-71	6	9	11	11	11	21	42	47	158
	1871-72,	9	6	7	7	14	42	24	60	169
Total, ...	1870-71,	74	147	207	220	221	329	613	815	2,626
	1871-72,	107	155	216	234	267	545	600	972	3,096
Increase, ...		33	8	9	14	46	216	...	157	470
Decrease, ...		...	...	...	...	...	...	13	...	...

APPENDIX H.—(*Continued.*)

(*B.*) *Government Schools of the Middle Class* (*Anglo Vernacular Town Schools*).

District.	Names of Institutions.		Number of pupils in Classes								Remarks.
			Extra Class, or 3rd Class of the Zi'la School Curriculum.	I.	II.	III.	IV.	V.	VI.	Total.	
Bara Banki, ..	Darriábád, ..	1870-71.		10	17	24	29	67	..	147	
		1871-72.		13	16	28	21	20	40	138	
	Rudaulí, ..	1870-71.		7	8	12	26	29	..	82	
		1871-72.		9	10	19	37	44	37	156	
	Ramnagar, ..	1870-71.		6	8	12	13	31	..	70	
		1871-72.		7	..	12	19	37	47	122	
	Haidargarh, ..	1870-71.		11	7	17	18	29	..	82	
		1871-72.		8	11	14	18	31	24	106	
Unáo, ..	Purwá, ..	1870-71.		11	18	27	37	76	..	169	
		1871-72.		12	23	49	41	30	61	216	
Sítápur, ..	Biswán, ..	1870-71.		15	18	18	21	56	..	128	
		1871-72.	10	15	13	16	22	84	..	160	
Hardui, ..	Sháhábad, ..	1870-71.		11	23	22	97	113	..	266	
		1871-72.		14	27	39	68	53	86	287	
	Bilgrám, ..	1870-71.		13	16	14	52	66	..	161	
		1871-72.		15	15	25	60	38	59	212	
	Sandílá, ..	1870-71.		14	11	22	59	63	..	169	
		1871-72.		15	13	30	53	78	112	301	
Kheri, ..	Muhammadí, ...	1870-71.		15	18	18	26	43	..	120	
		1871-72.		32	20	25	25	24	34	160	
	Golágokarn, ..	1870-71.		5	9	14	19	42	..	89	
		1871-72.		5	12	13	26	49	84	189	
Faizabad, ..	Akbarpur, ..	1870-71.		17	12	14	35	22	..	100	
		1871-72.	9	16	19	22	33	46	69	214	
	Tandá, ..	1870-71.		10	14	14	18	88	..	144	
		1871-72.		16	8	10	33	45	46	158	
Gondá, ..	Atroulá, ..	1870-71.		8	13	18	25	31	..	95	
		1871-72.		7	12	28	22	16	21	106	
	Colonelganj, ..	1870-71.		6	13	15	20	56	..	110	
		1871-72.		..	14	22	37	69	84	226	
	Nawábganj, ..	1870-71.		6	7	10	39	66	..	128	
		1871-72.		5	10	10	21	18	26	90	
Rái Barelí, ..	Jais, ...	1870-71.		15	11	10	18	36	..	90	
		1871-72.	9	13	8	11	31	27	28	127	
	Inhoná, ..	1870-71.		10	10	9	17	18	..	64	
		1871-72.		11	9	9	17	22	49	117	
Lucknow, ..	Kakori, ..	1870-71.	...	..	.	.	..	..	..	..	
		1871-72.	..	9	16	39	11	20	..	95	
	Total 18 Schools,	1870-71.	..	190	233	290	569	932	..	2214	
	Total 19 Schools,	1871-72.	28	222	256	421	595	751	907	3180	

APPENDIX H.—(*Continued.*)

C.—Government Schools of the Middle Class (V. T. Schools).

District.	Names of Institutions.		Extra Class.	Number of pupils in Classes							Remarks.
				I.	II.	III.	IV.	V.	VI.	Total.	
Lucknow.	Model School, ...	1870-71	...	...	21	13	19	40	...	93	
		1871-72	...	...	9	13	18	30	33	103	
	Malihabád, ...	1870-71	2	10	21	49	48	113	...	243	
		1871-72	5	14	19	51	61	69	82	301	
	Amethí, ...	1870-71	...	11	7	22	21	52	...	113	
		1871-72	4	8	14	9	21	12	57	125	
	Chouk School, ...	1870-71	6	12	13	27	21	70	...	149	
		1871-72	5	10	10	24	35	40	60	184	
	Mohanlálganj, ...	1870 71	...	12	...	8	...	...	...	20	
		1871-72	...	5	...	15	12	24	22	78	
	Kakori, ...	1870-71	...	12	9	11	22	24	...	78	
		1871-72	...	...	...	...	...	...	...	...	
	Bijnour, ...	1870-71	...	...	8	6	10	42	...	66	
		1871-72	...	...	9	10	16	17	7	59	
	Muftiganj, ...	1870-71	...	...	14	7	79	...	...	100	
		1871-72	...	...	...	6	21	19	18	64	
	Mahbúbganj, ...	1870-71	...	...	7	10	44	...	...	61	
		1871-72	...	...	8	7	13	15	9	52	
	Hussinganj, ...	1870-71	...	...	...	25	42	...	...	67	
		1871-72	...	...	14	25	14	9	8	70	
	Naubastá, ...	1870-71	...	...	9	7	49	...	...	65	
		1871-72	...	...	10	11	17	13	16	67	
	Rahimnagar, ...	1870-71	...	12	13	14	34	...	...	73	
		1871-72	...	7	...	15	10	13	71	62	
Bára Banki.	Kursí, ...	1870-71	4	7	13	19	26	42	...	111	
		1871-72	...	9	9	29	22	31	39	139	
Unáo.	Safípúr, ...	1870-71	..	6	10	17	21	92	...	146	
		1871-72	...	11	13	18	23	33	72	170	
	Chamrouli, ...	1870-71	...	7	6	11	33	54	...	111	
		1871-72	...	10	6	23	29	29	29	126	
	Bihár, ...	1870-71	...	6	12	15	20	43	...	96	
		1871-72	...	6	12	18	22	30	9	97	
	Bhagwantnagar, ...	1870-71	...	9	15	14	14	25	...	77	
		1871-72	...	6	15	14	14	21	12	82	
	Murádábád, ...	1870-71	...	6	9	8	9	34	...	66	
		1871-72	...	...	14	12	10	11	28	75	
	Moráwan, ...	1870-71	...	4	11	21	23	47	...	106	
		1871-72	..	9	7	12	23	16	39	106	
	Bíthar, ...	1870-71	...	5	8	9	24	49	...	95	
		1871-72	...	4	19	22	31	28	14	118	
	Mohan No. I., ...	1870-71	...	...	...	...	...	...	...	...	
		1871-72	...	...	...	...	...	...	...	...	
	Bangarmaú, ...	1870-71	...	...	7	12	14	27	...	60	
		1871-72	...	...	9	13	10	16	41	89	
	Mohan No. II., ...	1870-71	...	...	...	...	...	...	...	...	
		1871-72	...	...	...	...	...	...	...	...	
	Mohan, ...	1870-71	...	...	...	...	...	...	...	...	
		1871-72	...	10	17	45	61	29	47	209	
	Nawalganj, ...	1870-71	...	...	...	...	...	..	...	...	
		1871-72	...	8	11	36	28	12	51	146	
	Neotni, ...	1870-71	...	..	...	...	...	...	...	...	
		1871-72	...	4	6	10	10	6	26	62	
Sítápur.	Misrikh, ...	1870-71	...	7	13	11	23	31	..	85	
		1871-72	...	13	10	16	19	9	27	94	
	Barí, ...	1870-71	...	7	10	11	16	16	...	60	
		1871-72	..	7	12	14	23	11	51	118	
Hardui.	Báwan, ...	1870-71	...	...	11	15	22	47	...	95	
		1871-72	...	...	8	9	28	15	13	73	
Faizabad.	Nagpúr Jalalpúr, ...	1870-71	...	8	17	14	24	24	...	87	
		1871-72	5	13	12	12	11	20	16	89	
Bharaich.	Nánpárá, ...	1870-71	...	4	10	15	35	10	...	74	
		1871-72	...	5	7	15	24	6	11	68	
Rái Bareli.	Salon, ...	1870-71	...	...	7	9	34	26	...	76	
		1871-72	...	7	7	13	23	21	22	93	
Sultánpur,	Jagdispúr, ...	1870-71	...	6	7	8	12	10	...	43	
		1871-72	...	4	9	12	25	28	9	87	
Pratábgarh.	Bihár, ...	1870-71	...	5	6	10	13	17	...	51	
		1871-72	...	..	9	13	10	16	24	72	
	Patti, ...	1870-71	...	23	8	14	28	15	...	88	
		1871-72	6	7	10	9	25	22	28	107	
	Mánikpúr, ...	1870-71	...	3	13	12	13	13	...	54	
		1871-72	...	13	5	8	10	12	21	69	
	Total, ... 33 Schools, ...	1870-71	12	182	315	444	799	963	...	2,709	
	Total, ... 33 Schools, ...	1871-72	25	190	320	559	719	683	958	3.454	

APPENDIX H.—(*Continued.*)

(D.) Government Schools of the Lower Class (Village Schools.)

District.	Year.	Total number of Schools.	Number of pupils in class						Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.	Remarks.
			I.	II.	III.	IV.	V.	Total.					
												Rs.	
Lucknow,	1870-71	39	208	354	541	1,121	...	2,224	2,110	1,563	73	379	
	1871-72	(a) 52	183	416	444	474	582	2,099	2,117	1,438	68	362	(a) Includes 14 branches.
Bára Banki,	1870-71	68	293	485	701	1,350	...	2,829	2,529	1,960	78	632	
	1871-72	90	378	494	789	1,247	981	3,889	3,236	2,555	79	822	
Unáo, ...	1870-71	64	227	446	566	1,558	...	2,797	2,706	2,081	76	490	
	1871-72	62	224	401	519	580	1,064	2,788	2,756	2,184	79	477	
Sítápur, ...	1870-71	54	101	427	500	1,338	...	2,366	2,210	1,748	79	660	
	1871-72	(b) 107	237	475	611	836	1,444	3,603	2,822	2,335	83	730	(b) Includes 33 branches.
Hardui, ...	1870-71	72	261	500	696	1,787	...	3,244	2,983	2,405	81	935	
	1871-72	83	325	514	697	803	1,179	3,518	3,308	2,661	80	1,156	
Kheri, ...	1870-71	12	12	78	117	260	...	467	445	372	83	142	
	1871-72	51	10	98	168	397	1,059	1,732	1,493	1,197	80	182	
Faizabad, ...	1870-71	51	214	441	533	848	...	2,036	1,759	1,368	78	657	
	1871-72	(c) 81	229	368	593	623	929	2,742	2,317	1,774	77	706	(c) Includes 13 branches.
Gonda, ...	1870-71	1	7	0	10	18	...	35	29	23	80	3	
	1871-72	35	0	2	96	260	1,028	1,386	768	670	87	45	
Baraich, ...	1870-71	39	42	197	371	708	...	1,318	1,177	907	77	671	
	1871-72	(d) 59	134	240	342	425	743	1,884	1,550	1,188	76	605	(d) Includes 13 branches.
Rái Barelí,	1870-71	62	237	420	613	983	...	2,253	2,159	1,617	75	402	
	1871-72	70	285	510	751	747	962	3,255	2,628	2,000	77	394	
Sultánpur,	1870-71	59	175	379	527	986	..	2,067	1,871	1,392	74	546	
	1871-72	69	189	385	591	630	616	2,411	2,166	1,592	73	543	
Pratábgarh,	1870-71	54	120	278	386	850	...	1,634	1,467	1,126	77	136	
	1871-72	61	215	378	497	483	645	2,218	1,915	1,452	76	164	
Total, ...	1870-71	575	1,897	4,005	5,561	11,807	[illegible]	23,270	21,445	16,562	77	5,653	
	1871-72	747	2,409	4,281	6,098	7,505	11,23[illegible]	31,525	27,076	21,046	78	6,186	

APPENDIX H.—(*Continued.*)

(E.) Anglo-Vernacular Higher Class Aided Schools, under the management of the Department.

Names of Institutions.		Classification.											
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Persian Department.	Sanskrit Department.	Total.	
Balrampur,	1870-71.	5 *	5	10	11	11	17	25	55	8	8	155	* Includes 2 pupil teachers.
	1871-72	6	..	15	21	22	32	41	63	..	..	200	

APPENDIX H.—(*Continued.*)

(F.) Anglo-Vernacular Middle Class Aided Schools under the management of the Department.

Names of Institutions.		Classification.								
		Extra class	I.	II.	III.	IV.	V.	VI.	Total.	
Ajudhya, ...	1870-71	..	11	11	15	22	16	48*	123	* These pupils belongs the Sanskrit Department.
	1871-72	..	11	13	27	12	13	48*	124	
Zaidpur, ...	1870-71	..	7	7	11	14	32	..	71	
	1871-72	..	4	4	9	13	11	20	61	
Tatahpur, ...	1870-71	..	7	14	10	13	31	..	75	
	1871-72	..	12	9	12	18	44	12	107	
Mallawn, .. .	1870-71	..	11	19	16	24	64	..	134	
	1871-72	..	12	20	19	24	31	19	125	
Mahmudabad, ...	1870-71	..	6	8	11	35	78	..	138	
	1871-72	..	4	7	19	42	37	33	142	
Akouna, ...	1870-71	..	..	4	11	19	21	..	55	
	1871-72	..	..	8	14	12	12	80	126	
Boundi, ...	1870-71	..	..	7	13	28	22	..	70	
	1871-72	..	5	9	25	22	49	113	223	
Total 7 Schools, ..	1870-71	..	42	70	87	155	264	48	666	
	1871-72	..	48	70	125	143	197	325	908	

APPENDIX H.—(*Continued.*)

(G.) Vernacular Middle Class Aided Schools under the management of the Educational Department.

Names of Institutions.		Classification.							Total.
		Extra Class.	I.	II.	III.	IV.	V.	VI.	
Gopamow, ...	1870-71.	..	6	7	11	14	27	..	65
	1871-72.	..	4	11	7	8	46	..	76
Pihani, ...	1870-71.	..	4	13	18	27	50	..	112
	1871-72.	..	7	13	21	32	24	44	141
Sandi, ...	1870-71.	..	7	6	14	26	47	..	100
	1871-72.	..	9	8	14	30	22	27	110
Mahona, ...	1870-71.	..	8	14	20	20	74	..	136
	1871-72.	..	11	10	15	36	21	45	138
Shankarpur Sarai, ...	1870-71.	..	..	9	11	12	22	..	54
	1871-72.	..	..	9	12	12	13	12	58
Machhrahta, ...	1870-71.	..	..	9	11	18	36	..	74
	1871-72.	..	..	12	14	25	19	30	100
Tambor, ...	1870-71.	7	6	6	11	4	28	..	62
	1871-72.	9	5	7	7	12	9	19	68
Laharpur, ...	1870-71.	..	..	13	19	27	66	..	125
	1871-72.	..	14	11	17	31	29	18	120
Paintepur, ...	1870-71.	..	7	8	14	11	31	..	71
	1871-72.	..	7	6	18	26	10	7	74
Hargaon, ...	1870-71.	..	5	9	6	19	36	..	75
	1871-72.	..	14	5	12	14	6	19	70
Nimsar, ...	1870-71.	..	..	6	6	22	33	..	67
	1871-72.	..	..	6	9	19	13	17	64
Maharajnagar, ...	1870-71.	..	7	5	14	12	32	..	70
	1871-72.	..	5	9	10	16	8	12	60
Qutabnagar, ...	1870-71.	..	..	11	10	13	31	..	65
	1871-72.	..	6	9	11	9	14	34	83
Baragaon, ...	1870-71.	..	..	5	10	10	32	..	57
	1871-72.	..	..	9	15	7	14	14	59
Paraspur, ...	1870-71.	..	7	15	16	24	33	..	95
	1871-72.	..	14	15	14	43	47	120	253
Begamganj, ...	1870-71.	..	..	..	9	19	32	..	60
	1871-72.	..	..	7	6	24	11	21	69
Total 16 Schools, ...	1870-71.	7	57	136	200	278	610	..	1,288
	1871-72.	9	96	147	202	344	306	439	1,543

APPENDIX H.—(*Continued.*)

(H.) Vernacular Lower Class Aided Schools under the management of the Department.

Names of Institutions.		Classification.					
		I.	II.	III.	IV.	V.	Total.
Sikandrabad, ...	1870-71	...	14	8	21	...	43
	1871-72	5	9	15	16	59	104
Aliganj, ...	1870-71	10	15	20	35	...	80
	1871-72	...	6	13	3	22	44
Kahmara, ...	1870-71	...	7	8	42	...	57
	1871-72	6	13	12	16	34	81
Dhowrehra, ...	1870-71	...	6	6	13	...	25
	1871-72	...	...	5	8	24	37
Nawabganj Aliabad, ...	1870-71	...	10	10	30	...	50
	1871-72	5	7	10	15	10	47
Total 5 schools, ...	1870-71	10	52	52	141	...	255
	1871-72	16	35	55	58	149	313

APPENDIX H.—(*Continued.*)

(I) Vernacular Lower Class Non-Aided Schools under the management of the Department.

Names of Institutions.		Classification.						Remarks.
		I.	II.	III.	IV.	V.	Total.	
Barwar, ...	1870-71	4	12	11	30	...	57	
	1871-72	8	13	10	23	114	168	
Pasgawan, ...	1870-71	7	6	6	21	...	40	
	1870-71	5	10	11	7	86	119	
Aurangabad, ...	1870-71	6	13	32	19	...	70	
	1871-72	20	27	13	61	92	213	
Paila, ...	1870-71	...	6	6	13	...	25	
	1871-72	3	6	6	7	4	26	
Palia, ...	1870-71	...	8	10	34	...	52	
	1871-72	...	...	7	8	38	53	
Total 5 schools	1870-71	17	45	65	117	...	244	
	1871-72	36	56	47	106	334	579	

APPENDIX I.

Correspondence Regarding Army Schools.

No. 343.

FROM

E. C. BAYLEY, ESQUIRE, C. S. I.,

Secretary to the Government of India.

To

THE CHIEF COMMISSIONER OF OUDH.

Dated, Simla, the 7th September, 1871.

SIR,

I am directed to forward the accompanying copy of a letter addressed to the Adjutant General of the Army, relative to the establishment of schools in Native Regiments in the Bengal Army, and, with reference to paragraph 5, to say, that the Governor General in Council requests the Local Governments and Administrations to meet the wishes of the Military Department.

* No. 745, dated 26th August 1871.

2. In practice it will probably be found more convenient that Deputy Inspectors of Schools should conduct the periodical examinations and receive the authorized fees. It will be the duty of Inspectors of Schools to see that the Deputy Inspectors duly perform this work, and to receive from them the reports of each examination. These reports should then be forwarded in original, without copies being retained, to the Superintendent of Army Schools either through the Director of Public Instruction, or direct as you may see fit to order. Whenever any of these reports are printed by the Military Authorities, copies will be sent to the Local Government for information.

3. Timely notice will be given of the establishment of new regimental schools, so that it may be known what schools have to be examined in the following year.

4. In any case of a school not having been examined in the course of the year, full and satisfactory explanation should be afforded by the Educational Department.

I have &c.,

(Sd.) E. C. BAYLEY,

Secretary to the Government of India.

From Colonel H. K. Burne, Secretary to the Government of India, Military Department, to the Adjutant General, dated Simla, the 26th August 1871. *No.* 745.

The Right Honorable the Governor General in Council having fully considered the several proposals for Native Army Schools, which have from time to time been submitted to the Government of India, as well as the system of the schools which have been established in the Bombay Presidency, is pleased, in concurrence with the Right Honorable the Commander-in-Chief, to sanction the establishment of schools in Native Regiments in the Bengal Army on this system.

2. In furtherance of this decision the Governor General in Council is pleased to direct that the appointments of Munshis, Pandits, Maulavies, and Grantis, at present existing in Native Corps shall be gradually abolished, such men only being retained as are competent to teach under the scheme now authorized, and that, in lieu each regiment shall be allowed an English Master and a Vernacular Master, or two Vernacular Masters, at the option of the Officer commanding the Regiment, and as may be approved by the Commander-in-Chief, on the rates of pay shewn in the margin.

English Master from 8 to 20 Rs: Vernacular Master from 5 to 9 Rs, according to their class.

3. These masters should be appointed as the present class of Munshís, &c., becomes absorbed, and in no case is a corps to be allowed a double establishment, or to entertain Masters until such absorption has taken place.

4. His Excellency in Council is also pleased to sanction for each Regiment, an allowance of Rs. 5 per mensem for school sheds, as well as an allowance of Rs. 15 for school books and stationery.

5. With regard to the Superintendence of these schools, the Governor General in Council is of opinion that for the present, they should be under the Civil Inspectors of Schools of the Provinces, in which the Regiments may be serving, and that these officers should be granted a fee of a Gold Mohur for each examination or inspection held under their direction. The reports of these examinations or inspections should be forwarded to the Superintendent of Army schools for the information of the Commander-in-Chief, and the Superintendent of Army schools should receive an annual sum of Rs. 270 for the provison of a clerk and stationery for the extra duties which will devolve on him.

6. The Governor General in Council further sanctions the establishment of a Training Normal School at Umballa, proposed by His Excellency, at a cost of Rs. 175 per mensem.

7. I am, in conclusion, therefore, to request that the Commander-in-Chief may be moved to cause the gradual introduction of such schools, commencing with a few selected regiments not exceeding one-third of those under His Excellency's orders, and which are not to move for some time from their stations, and in which the system may have a fair trial. The Masters being, as has been suggested, supplied from the ranks, without causing an increase to the present establishment of regiments, in cases where the present Munshís are found to be incapable of teaching.

No. 4,327

Dated Lucknow, 16th September, 1871.

Order.

Ordered, that a copy of the foregoing with its annexure be forwarded to the Director of Public Instruction, Oudh, with the request that he will be good enough to make arrangements for carrying the wishes of Government into effect as occasion arises.

(Sd) F. BARROW,
Offg. Jr. Secy. to Chief Commr., Oudh.

From the Director of Public Instruction, Oudh, to the Inspectors of Schools, Eastern and Western Circles, Oudh, dated Lucknow, the 21st September, 1871, *Educational Department, Nos.* 1,993 *and* 1,994.

PERIODICAL EXAMINATIONS OF ARMY SCHOOLS.

With reference to the enclosed copies of correspondence relating to the periodical Examination of Army Schools, requests the Inspectors will at once ascertain what Native Regiments are serving in their Circles, and will direct the Deputy Inspector of the District in which such Regiments are serving, to visit and report upon the regimental schools. These reports will be sent to the Director of Public Instruction. Each school should be provided with a minute book in which the Deputy Inspector may record his remarks for the benefit of the Commanding Officer. When Regimental schools exist at the Head Quarters of the Inspectors, then joint inspection should be made by the Inspector and Deputy Inspector together. All the usual points noted in Government schools should always be noted in Regimental schools. Curricula should be drawn up, the school regularly classified, and attendance registers kept. Of course the Inspectors can only *suggest* what curriculum should be followed, what classes instituted, and what register kept.

(Sd.) COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

From the Director of Public Instruction, Oudh, to the Superintendent of Army Schools, Bengal Presidency, dated Lucknow, the 22nd September, 1871, *No.* 2,018 *of* 1871-72.

I have the honor to forward a copy of my inspection report on the school of the 13th Bengal Cavalry, stationed at Lucknow. I have examined the school on two occasions, and it is now in excellent order. But funds are required. The master, thoroughly competent for primary instruction, and who might, if necessary, finish his education at the Umballa Normal or training school, is a Sawar and receives only 5 Rs. a month from the fine fund. He is acquainted with English, and is a remarkably intelligent man. Since under the orders of the Government of India, Military Department, No. 745, dated 26th ultimo, two masters, on pay varying from 5 to 20 Rs., are sanctioned for each selected Regi-

ment, and an allowance of 5 Rs. per mensem for school sheds, and 15 Rs. for books and stationery has also been granted, I strongly recommend that the XIII. Bengal Lancers be one of the Regiments selected for the trial of the new system. If help be given to this very promising school, a much larger attendance could be secured, and a special class opened for the children of Officers' servants and camp followers. The Cavalry Lines are some miles, four at least, from the nearest Government school.

2. In the letter from the Military Secretary sanctioning an establishment for regimental schools, the Bombay system is mentioned. As I am not entirely acquainted with that system, I should be much obliged if you would let me have an account of the Bombay Army schools, so that I may direct the attention of my Inspectors to the points that are to be observed.

3. It is very necessary that there should be a curriculum prescribed for all Army Schools, and I venture to suggest that the curriculum embrace surveying with the plane table and the use of the level. And in the highest class, selections from "The Field Service Handbook" or "the Soldier's Pocket Book," or any suitable Military manual might be taught. Picked students might also be instructed in map and plain drawing when practicable.

I have &c.,
(Sd.) COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

From the Superintendent of Army Schools, to the Director of Public Instruction, Oudh, dated Kussowlie, the 28th September, 1871, *No.* 889.

The undersigned has the honor to state that letter No. 2,018, dated 22nd September, has been transferred to the Adjutant General, this Office having no control over schools of the Native Army.

(Sd.) J. W. DUNN, CAPTAIN,
Supdt. of Army Schools.

From the Director of Public Instruction, Oudh, to the Secretary to Chief Commissioner, Oudh, Dated Lucknow, the 13th October, 1871,—*No.* 2,357 *of* 1871-72.

I have the honor with reference to your endorsement No. 4,327, dated 16th ultimo, to forward copies of correspondence* regarding the inspection of Regimental Native Army Schools in Oudh. From this correspondence it will appear that the orders of the Government of India as communicated to the Adjutant General by the Secretary to the Government of India, Military Department, dated 26th August, have not yet been carried out. The present Superintendent of Army Schools in Bengal has no control over the Schools of the Native Regiments, and the Com-

* No. 282 dated 9th October 1871, with enclosure from the Officiating Inspector of Schools, Eastern Circle, Oudh.
Docket No. 889 dated 28th September 1871, from the Superintendent of Army Schools, Bengal.

manding Officers of such Regiments have not yet received any instructions regarding the organization or inspection of their schools by Educational Officers.

I should be obliged if you would move the Chief Commissioner to address, through the proper channel, the Adjutant General on the subject of the re-organization of Native Army Schools. So soon as the necessary arrangements and orders have been made by the Military Authorities, the Inspectors of Circles will visit the Native Army Schools. But until that time the orders of the Government of India must remain in abeyance.

I have, &c.,

(Signed) COLIN BROWNING, M. A.,
Director of Public Instruction, Oudh.

Copy of a letter from Lieutenant Colonel H. N. Jerome, Assistant Adjutant General to the Secretary to the Chief Commissioner of Oudh. Dated Lucknow, 31st October, 1871,—(*No* 150E).

In reply to your letter No. 4,874 dated 24th October 1871, received on the 30th instant, I am directed by the Major General Commanding the Division to state, that no instructions have yet been received from His Excellency the Commander-in-Chief on the subject referred to, and that until they are received, the Major General would not feel justified in disturbing existing regulations. Enclosures returned.

No. 5,054.

Dated, Lucknow, the 3rd November 1871.

Order

Ordered that a copy of the foregoing be forwarded to the Director of Public Instruction, in reply to his No. 2,357 dated 13th ultimo.

(By order),

(Sd.) N. M. HORSFORD,
For Offg. Secy. to Chief Commissioner Oudh.

APPENDIX J.

Prescribed Curricula for Government and Aided Schools (A.—E).

(A). CURRICULUM.

FOR ANGLO-VERNACULAR ZIL'A SCHOOLS IN OUDH

CLASS VIII.

A. Language.

(1.) *Urdú.*—Reading. Mufíd-ul-Mubtadí, with explanation.
Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

(2.) *Hindí.*—Reading. Baran Prakáshika, with explanation.
Writing. Copy on Takhtis the lessons in the Reader, and then write the same from dictation.

Maximum length of stay in each class.

B. Arithmetic.

Figures to 1,00,000.—Simple addition and subtraction.
Tables.—The multiplication table to 16. Fractional parts. (The multiplication table is on no account to be taught beyond 20).

SIX MONTHS.

CLASS VII.

A. Language.

(1.) *Urdú.*—Reading. T'alím-ul-Mubtadi (1st half year).
Mufíd-ul-Insha (2nd do).
Writing. Copy reading lessons on Takhtís, and then write the same from dictation.

(2.) *Hindí.*—Reading. Shikshávalí (1st half-year).
Patra Hitashaní (2nd do).
Writing. Copy reading lessons on Takhtís, and then write the same from dictation.

B. Arithmetic.

Numeration and Notation.—And the first four S. Rules, with exercises from Mabádí-ul-Hisáb, part I, or Ganit Prakash, part I.

C. General Knowledge.

Geography.—The Map and Geograghy of Oudh.

ONE YEAR.

CLASS VI.

A. Language.

(1) *English.*—Reading. Howard's Primer, with explanation.
Exercises from Baboo Mathura Prashád's Primer.
[Write out the translations and exercises neatly, on every Saturday].

FIRST HALF YEAR.

Howard's Second Book, part I, with explanation.
Exercises from "School Dialogues."
[Write out the translations and exercises neatly, on every Saturday].

SECOND HALF YEAR.

Writing. Copies on slates. (Capital letters, small letters, large and round hand sentences). Large and round hand copies, in copy-books.

(2.) *Urdú.*—Reading. Poetical Reader No I, (1st half).
Writing. Dictation, letter writing, paraphrasing.
Grammar. Qawáid-i-Urdú, part II, or Departmental Grammar (Etymology). Easy parsing during the reading lesson.

(3.) *Hindí.*—Reading. Poetical Reader No. I, or Bhoj Prabandh Sár, omitting the Sanskrit.
Writing. Dictation, letter writing, paraphrasing.
Grammar. Bhasha Tatwa Dipika being the Departmental Grammar (Etymology). Easy parsing during the reading lesson.

B. ARITHMETIC. *Reduction*—And the compound rules; with exercises from Mabádí-ul-Ḥisáb, Zubdat-ul-Ḥisáb, &c., [English and vernacular figures].

Maximum length of stay in each class.

C. GENERAL KNOWLEDGE.
(1). *Geography.*—Awwal Jughráfiyyah or Bhugol Darpana [Asia] (orally or by book, as most convenient).
(2). *Elements of Natural Philosophy.*—Ḥaqáiḳ-ul-Moujúdát or Vidyánkur

ONE YEAR.

CLASS V.

A. LANGUAGE.
(1). *English.*—Reading. Pyárí Charan Sirkar's Reader, No. III,* (write out the translations neatly on Saturdays).
Writing. Large and small hand copies, in Copy-books. Dictation, translation into English, from Ta'lím-ul-Mubtadí or Shikshávalí.
Grammar. Grammatical Primer, page 1—26.
(2). *Urdú.*—Reading. Poetical Reader. No. I (2nd half). Writing. Letter writing paraphrasing, court-papers.
Grammar. Qawá'id-i-Urdú Part II, or Departmental Grammar (Syntax). Parsing during the reading lesson.
(3). *Hindí.*—Reading. Poetical Reader No.— or Extracts from Prem Ságar.
Writing. Letter-writing, paraphrasing, court-papers.
Grammar. Bhasha Tatwa Dipika being the Departmental Grammar (Syntax). Parsing during the reading lesson.
(4). *Persian.*—Reading. Gulzár-i-Dabistán, with explanation.
Writing. Dictation from the Reading-lesson.
Grammar. Ṣifwat-ul-Maṣádir. Declension of verbs on the black-board.

*Learn by heart. Chap. I.—6, 8, 14, and 16; Chap. II —16; Chap. III.—6, 8, and 18; Omit Chaps. IV and V.

B. ARITHMETIC. Vulgar and decimal fractions, proportion, square root.

C. GENERAL KNOWLEDGE.
(1). *Geography.*—Awwal Jughráfiyyah or Bhogol Darpana (remainder) [important facts]. Map drawing on slates.
(2). *History.*—Wáqiáṭ-i-Hind or Bhárat Varshí Itihás (Jehángír).

ONE YEAR.

CLASS IV.

A. LANGUAGE.
(1). *English.*—Reading. Pyárí Charan's Reader, No. IV, including the list of prefixes and affixes at the end.*
Writing. Large, round, and small hand copies in copy books. Dictation.
Translation from Wáqiáṭ-i-Hind, or Bhárat Varshí Itihás into English.
Grammar. Grammatical Primer (whole). Easy parsing during the reading lesson.
(2). *Urdú.*—Reading. Poetical Reader. No. 2 (1st half).
Writing. Paraphrase. Translation from English, and from Persian into Urdú. Essays.
Grammar. Qawá'id-i-Urdú, Part II, or Departmental Grammar (revision) parsing, derivation.
(3). *Hindí.*—Reading. Ramáyana Kiskindá Kánd.
Writing. Paraphrase, translations, essays.
Grammar. Bhashá Tutwádípiká, being the Departmental Grammar (revision), parsing, derivation.
(4). *Persian.*—Reading. Dustur-us-Sibiyan, with explanation.
Writing. Dictation, letter writing.
Grammar. Zawábiṭ-i-Fársi, easy parsing during the reading lesson.

* Learn by heart. Chap. 1-7, Chap. 11-13. Chap. III 6, 12. Chap. 4-3, 15.

Maximum length of stay in each class.

A. Language.—(continued).

(5). *Sanscrit.*—Mr. Gopal Bandarkar's 1st book. Grammar, Upakarmanika. English translation.

(6). *Arabic.*—Moulvi 'Ubaid-ul-lah's Grammar. Declensions and conjugations, part I.

(2). Do. Reader, No. I.

(3). Dictation, easy sentences.

B. Mathematics.

(1). *Arithmetic.*- Simple and compound proportion, with examples, involving vulgar and decimal fractions from all the text-books available.

(2.) *Geometry.*—Uqlaidis, parts I and II.

C. General Knowledge.

(1). *Geography.*—Outlines of Geography[a] (Asia), Map drawing.

(2). *History.*—Wáqiát-i-Hind or Bhárat Varshi Ithás (whole).

(a) In this and lower classes, the large print only need be read.

[*N. B.*—Examination in writing every Saturday, in this and higher classes]

ONE YEAR.

CLASS III.

Language.

(1). *English.*—Reading. Howard's Third Book, part II, lessons 1-3, the geographical lessons, and lessons on money matters, and the poetical lessons, 4, 11, 20, 22, 36 and 18.

Writing. Copy-books. Dictation. Translation from Wáqiát i Hind or Bhárat Varshi Itihás.

Grammar. Howard's Rudimentary Grammar, parsing and derivation during reading lessons.

(2). *Urdú.*—Reading. Poetical Reader, No. II (2nd half).

Writing. Paraphrase, translation, essay.

Grammar. Parsing, derivation, analysis.

(3). *Hindí.*—Reading. Ramáyana (Ayodhya Kánd).

Writing. Paraphrase, translation, essay.

Grammar. Parsing, derivation, analysis.

(4). *Persian.*—Reading. Nigár-i-Dánish, Chaps. I—III.

Writing. Letter writing, translation from Urdú, &c.

Grammar. Zawábiṭ-i-Fársí (revision), parsing.

(5). *Arabic.*—Reading. Moulvi 'Ubaid-ul-lah's Reader, No. II.

Writing. Dictation, easy composition. Miftáḥ-ul-lisan, (1st half).

Grammar. Moulvi 'Ubaid-ul-lah's Grammar, No. II. Etymology and syntax.

(6). *Sanscrit.*—Reading. Mr. Gopál Bandarkár's second book, Rijupat, 1st part.

Grammar. The Upkramanika.

Writing. Dictation, easy composition.

[*N. B.*—Arabic and Sanscrit will be taught in such schools only, where arrangements are practicable].

Arithmetic.

(1.) *Arithmetic.*—Colenso—Chapters III to V.

(2) *Algebra.*—Todhunter's Algebra for beginners, Chapters I to XIII, the first four rules, G. C. M. and L. C. M.

(3.) *Geometry.*—Euclid—Books I and II, with deductions.

General Knowledge.

(1.) *Geography.*—Outlines of Geography (Europe). [Revise Asia]. Map drawing.

(2.) *History.*—Collier's History of England, p. 145.

ONE YEAR.

CLASS II.

Maximum length of stay in each class.

A. Language.

(1.) *English.*—Reading. Half the Entrance University Course for the following year.

Writing. Translation from the Urdú Course, paraphrase and written answers, written examination every Saturday.

Grammar. Hiley's Grammar (Syntax). Parsing, derivation and analysis.

(2.) *U'rdú.*—Reading. Half the entrance course for the following year.

Writing. Translation from the English course, paraphrase, written answers, written examination on Saturdays.

Grammar. Forbes' Hindústaní Grammar, Sections II to IV, with parsing, derivation and analysis.

(3.) *Hindí.*—Reading. Half the entrance course for the following year.

Writing. Translation from the English course, paraphrase, written answers, weekly written examinations.

Grammar. Etherington's Grammar (selections), with parsing, derivation and analysis,

(4.) *Persian.*—Reading. Akhláq-i-Moḥsiní, Chapters I—21.

Writing. Translation, original exercises. Grammar. Parsing, derivation, &c.

(5.) *Arabic.*—Reading. Entrance course, 1st half, Miftáḥ-ul-lisán, 2nd half.

Writing. Translation, composition.

Grammar. Moulví 'Ubaid-ul-láh's Grammar, No. II, and revision of part I.

(6.) *Sanscrit*—Reading. Rijú Pát, part 3rd (Entrance course).

Writing. Translation, composition.

Grammar. Vyákaran, Upakramanika, revision of Mr. Gopal Bandarkar's Books, 1 and 2.

B. Mathematics.

(1.) *Arithmetic.*—Colenso—Chapters VI and VII.

(2.) *Algebra.*—Todhunter—Chapters XIV to XXIII.

(3.) *Geometry.*—Euclid, Books III and IV, with deductions.

C. General Knowledge.

(1.) *Geography.*—Outlines of Geography (whole) map drawing.

(2.) *History.*—Collier's History of England (whole).

Marshman's India, Chapters I to VII.

CLASS I, OR ENTRANCE CLASS.

ONE Y

A. Language.

(1.) *English.*—Reading. The Entrance course for the year (complete and revise the whole).

Writing. Written examinations.

Grammar. Forbes' Hindustáni Grammar (revision). Parsing, derivation, analysis.

(2.) *Urdú.*—Reading. The Entrance Course for the year (complete and revise the whole).

Writing. Written Examinations.

Grammar. Forbes' Hindustaní Grammar (revision). Parsing, derivation, analysis.

(3.) *Hindí*—Reading. The Entrance course for the year (complete and revise the whole).

Writing. Written examinations.

Grammar. Etherington's Grammar (revision). Parsing, derivation, analysis.

			Maximum length of stay in each class.
A.	(4.)	*Arabic.*—Entrance Course, 2nd half, and revision of 1st half. Grammar. Revision. Exercises and dialogues.	
	(5.)	*Sanscrit.*—Rijú Pat, Part I, 2nd half, and revision (entrance course). Grammar. Revision with notes from Benfey.	
B. MATHEMATICS.	(1.)	*Arithmetic.*—Miscellaneous examples from Colenso, Barnard Smith, &c., &c.	
	(2.)	*Algebra.*—Todhunter. Chapters 23 to 25, and miscellaneous examples from Colenso, &c.	
	(3.)	*Geometry.*—Pott's Euclid. Revise 12 propositions a week, and work as many deductions as possible.	
C. GENERAL KNOWLEDGE.	(1.)	*Geography.*—Outlines of Geography (revision), map drawing.	
	(2.)	*History.*—Collier's England (revision). Marshman's India, complete and revise the whole.	ONE YEAR.

N. B. (1.) Where the Urdú and Hindí readers are both strong, and the teaching staff sufficient, there may be two distinct sections.

(2.) The maximum time is allowed for each class: every boy should be fitted for promotion within the time specified. Regarding boys who are allowed to remain too long in any one class, the master will be required to render an explanation.

(3.) "Kaithi" will not be taught, until the boy desiring to learn has reached the sixth class.

LUCKNOW:
OFFICE OF DIRECTOR P. I., OUDH
The 18th January 1871.

COLIN BROWNING, M. A.
Director of Public Instruction, Oudh.

APPENDIX J.—(*Continued*).

(B).—CURRICULUM

FOR ANGLO-VERNACULAR TOWN SCHOOLS IN OUDH.

CLASS VI.

A. Language.

1. *Urdú.*—The letters are to be formed by the scholar, on his Takhtí, first from copies, and then from dictation. After the letters have been mastered, and the pupil can write them neatly and readily in any order, from dictation, then the vowel signs may be learned; and finally, syllables and short words may be read and written from dictation.

2. *Hindí.*—The boys are to be taught the "Bárah Kharí," and a few of the simple compound letters. When the "Bárah Kharí" has been mastered, and the pupils can write any letter, with its short or long vowel, from dictation, then they should be practised in reading and writing easy words.

Maximum leng stay in each c

B. Arithmetic. *Figures to 100.*—The Multiplication Table to 10. SIX MONTHS.

CLASS V.

A. Language.

1. *Urdú.*—Reading. Mufíd-úl-Mubtadí, with explanation.

   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

2. *Hindí.*—Reading. Baran Prakáshiká, with explanation.
   Writing. Copy on Takhtís the lessons in the Reader, and then write the same from dictation.

B. Arithmetic.

Figures to 100,000.—Simple addition and subtraction.
Tables.—The Multiplication Table to 16, fractional parts. [The Multiplication Table is on no account to be taught beyond 20]. SIX MONTHS.

CLASS IV.

A. Language.

1. *Urdú.*—Reading. T'alím-úl-Mubtadí (1st half year). Mufid-ul-Inshà, (2nd half year).
   Writing. Copy reading lessons on Takhtís, and the write the same from dictation.

2. [illegible] shawalí (1st half year). Patra Hita[illegible] d ditto)